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ABSTRACT

The report presents evaluation findings of a gifted and talented program serving elementary-secondary students in Des Moines, Iowa. A four-part evaluation design was implemented: structural interviews with students and staff; written reaction forms completed by students, staff, and parents; descriptive evaluation of a "culminating activity" (special project) for gifted and talented students; and a series of 16 process objectives designed to monitor the progress of program activities. Findings of each of the four components are presented separately, and a summary section is included. Findings indicate that the program (expanded due to increased funds) operated in an orderly fashion. Recommendations include the following: (1) staff assigned to work on activities specified in an individual's written plans should be involved in developing those plans, and (2) awareness of building staff about curriculum extension should be increased. Appended material includes sample interview forms and the Des Moines plan for gifted and talented education. (CL)

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REPORT OF EVALUATION

GIFTED AND TALENTED PROGRAM

1983-84

Department of Evaluation, Research and Testing
Des Moines Independent Community School District
1800 Grand Avenue
Des Moines, IA 50307

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September 25, 1984

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DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DEPARTMENT OF EVALUATION, RESEARCH AND TESTING
EVALUATION ABSTRACT

September 25, 1984

PROJECT TITLE: Gifted and Talented Program
COORDINATOR: Florence Hoffmann, Coordinator, Talented and Gifted Programs
STAFF:
1.0 Coordinator
4.0 Elementary Resource Teachers (3 itinerant; 1 assigned to Edmunds/Jefferson schools)
2.0 Transitional Resource Teachers (itinerant)
2.0 Senior High Resource Teachers (1 itinerant; 1 assigned to Central Campus)
1.0 Teacher/Facilitator (worked with community outreach portion of program

POPULATION SERVED: (on May 10, 1984)
K-5 ----- 378
6-8 ----- 181
9-12 ---- 230
Total --- 789

The figures above represent students for whom individual written plans were developed. In addition to these, another 1,331 students were in the "talent pool" and received invitations to various group enrichment experiences.

FUNDING:
Amount Budgeted:
Allowable Growth Funds ----- $346,500.00
Local District Funds ------- 115,500.00
Total ---------- $462,000.00

Amount Expended:
Allowable Growth Funds ----- $311,033.84
Local District Funds ------- 115,500.00
Total ---------- $426,533.84
Cost Per Pupil (based on 789 students served) $ 540.60

COMMENTS:

1. The Des Moines Talented and Gifted Program underwent extensive modification during the 1983-84 school year made possible by a funding mechanism known as "Allowable Growth." This made possible an increase in the size of the staff to allow for increased delivery of services.

2. "Delivery of services" was the major focus of the 1983-84 evaluation. In order to evaluate this area, an evaluation design with four separate components was developed by the program coordinator and program evaluator. Part of this design included visiting with the intended recipients of program services--students in the Gifted and Talented Program.

3. The student population served fluctuated throughout the 1983-84 school year. On May 10, 1984, the coordinator reported that 789 students were being served in the portion of the program requiring that individual plans be written. Another 1,331 students had been invited to participate in a wide variety of enrichment activities occurring throughout the year.

4. A sample of over 80 students who were either interviewed or who completed a written reaction form indicated that they felt they benefited from being a part of the program during the 1983-84 school year. A very high percentage of these same students indicated that they wished to continue as participants in the program.

5. The program coordinator and the entire staff are to be commended for their efforts in making the expanded program operate in what appeared to be an orderly fashion.

RECOMMENDATIONS:

1. Steps should be taken to insure that the staff persons assigned to work with students on activities specified in the written plans be routinely involved in development of those plans. In conjunction with this, it is suggested that a guideline or criterion for the number of meetings between staff and students for the purpose of checking progress on the written plan during the year be established. This guideline might at least suggest the minimum number of contacts necessary.

2. Assuming that the individual written plan continues to be an important component of the program, emphasis should continue to be placed on encouraging a high rate of completion of the activities specified in the plan.

3. The central program staff should make a concerted effort during 1984-85 to assure that awareness of building staffs in the area of curriculum extensions is increased. Printed materials covering this area have been produced and should be utilized as need dictates.

4. The central program staff may wish to assess the amount of community resources used in carrying out the projects and activities of the written plan to determine if these resources are being used fully when appropriate. The teacher/facilitator associated with the community outreach portion of the program has contacted a vast number of persons in the community over the past several years, some of which may be valuable resources for assisting with the individual plans.

5. The central program staff should investigate the possible reason(s) for about one-fourth of the students in the "talent pool" stating that they were not notified of any enrichment activities.

6. The central program staff should study the comments and suggestions offered by students, parents and staff members on written reaction forms as a method of program improvement.

7. The central program staff should consider adoption of a less time consuming form for recording usage of time and services performed by the itinerant resource teachers. In doing so, the advantages of the information gained from the forms should be weighed against the amount of time lost in delivery of services caused by the record-keeping itself.

A copy of the complete Evaluation Report is available upon request from the Department of Evaluation, Research and Testing, 1800 Grand Avenue, Des Moines, IA 50307-3382.

PROJECT DESCRIPTION

The Des Moines Talented and Gifted Program underwent numerous modifications during the 1983-84 school year due to a legislated funding mechanism known as "allowable growth." Under the allowable growth plan, Iowa districts submitting timely proposals which meet a specified set of criteria are allowed to exceed their controlled budgets by an amount equal to as much as 75 percent of the cost of those projects. This growth in the controlled budgets is authorized by the School Budget Review Committee (SBRC) upon notification by the Department that the district has met the specified criteria. By February 15 of each year the SBRC conveys to the State Comptroller a list of districts receiving such authorization and the amounts of allowable growth to be allocated to each. The comptroller's office, in turn, conveys to the appropriate county treasurers the amount of extra money to be raised in each district for gifted and talented children programs. Thus, in reality, allowable growth funding is an increase in local property taxes to support programs. Because of this, no state money is allocated to gifted and talented programs in local districts.

While the use of allowable growth funding produced many programming changes, the increase in the number of staff persons in this program was perhaps the modification that most influenced the delivery of services to students in this program. To illustrate, in 1982-83, the Des Moines staff consisted of a project director, one fulltime teacher/facilitator, one resource teacher (serving Edmunds and Jefferson), one itinerant resource teacher, one parttime psychologist and one parttime evaluator (funded by an outside grant); the staff in 1983-84 consisted

of the following: four elementary resource teachers, two transitional school resource teachers, two senior high resource teachers and a resource person responsible for the community outreach portion of the program. All of these positions were fulltime. In addition, there was a fulltime coordinator position and two parttime psychologists were available to assist in screening students.

In order to better describe the design for the Des Moines Gifted and Talented Program, the reader is advised to refer to Appendices A and B following the body of this report. Appendix A provides information on philosophy, goals identification/screening procedures, program design, methods of delivery of services and roles of persons involved with the program. This information was taken from an August 1983 publication entitled Updating into the Eighties A Des Moines Plan for Gifted and Talented Education. Appendix B consists of a copy of information that was provided to the Board of Directors on May 10, 1984, titled Summary of Services Delivered 1983-84 in Gifted and Talented Program. Both publications were prepared under the direction of the project coordinator. In Appendix C the reader will find information related to the number of students enrolled in the program during the 1983-84 school year.

BUDGET AND EXPENDITURES

Figures 1 and 2 present the budget for the Gifted and Talented Program. The figures were provided by the project coordinator and controller's office and reflect operational costs for the 1983-84 school year.

A total of $462,000 was budgeted for operation of the Des Moines Gifted and Talented Program of this amount, $346,500, or 75 percent of the funds, were provided through the allowable growth plan. The reader may refer to the program description section of this report for an explanation of the allowable growth plan. The remaining $115,500 were district funds. Figures 1 and 2 show the funds budgeted and expended in the two areas separately.

Figure 1

Allowable Growth Funds

Category	Amount Budgeted	Amount Expended
Professional Salaries (7 persons)	$170,000.00	$183,502.74
Fixed Charges	37,000.00	42,205.63
Materials and Supplies	33,000.00	14,110.97
Travel	9,000.00	4,256.40
Inservice	25,000.00	19,723.24
Contracted Services	24,000.00	24,660.00
Evaluation	3,000.00	3,000.00
Special Services to Students (includes mentorships, student participation in various events)	45,500.00	19,574.86
Total	$346,500.00	$311,033.84

Figure 2

District Funds

Category	Amount Budgeted	Amount Expended
Professional Salaries (3 persons including coordinator)	$ 84,500.00	$ 84,500.00
Fixed Charges	18,500.00	18,500.00
Travel	500.00	500.00
Indirect Costs	12,000.00	12,000.00
Total	115,500.00	115,500.00
Grand Total	$462,000.00	$426,533.84

As can be seen from Figure 1, a total expenditure of $426,533.84 was reported as of the time of this report. This represented 92.3 percent of the amount budgeted. The project coordinator reported that funds not expended would be carried over for use in the 1984-85 program. Already committed for 1984-85 is approximately $3,000 for previously ordered materials to be used by the resource teachers and approximately $16,000 for the salary of a secretary for the coordinator and staff. It should also be noted that $4,085 in additional revenue was generated during the 1983-84 operational year. Of this, $4,035 was from student fees and $50 from a private contribution.

RESULTS OF EVALUATION

Prior to the beginning of the 1983-84 school year, the project coordinator and program evaluator decided that the evaluation design for the initial year of the expanded program should focus on the delivery of services to students. Other aspects such as the screening/identification process might be similarly emphasized in another year.

In order to assess the delivery of services, a four part evaluation design was drafted, sent to building principals, coordinators and the Des Moines Gifted and Talented Advisory Council, revised and finalized. The design included the following components:

(1) structured interviews with a random sample of students in one half of the district's buildings and the building staff person(s) designated as responsible for the development of the individual written plans for these students;

(2) written reaction forms sent to a sample of students at the buildings which did not have interviews, staff persons responsible for their plans and the parents of these students. Reaction forms were also sent to a districtwide sample of students (and their parents) who were a part of what became known as the talent pool. These were students that were not part of the group for which individual written plans were developed, but who did receive notification of and invitations to participate in a variety of enrichment activites. (Please see Appendix A for a more detailed description of the talent pool.);

(3) descriptive evaluation of a "culminating activity" for gifted and talented students held in May at Brody Transitional School; and

(4) a series of 16 process objectives designed to help monitor the progress of various activities designated in the program proposal.

In the report that follows, each component of the evaluation design is dealt with in the same order as above. At the conclusion of the report comments and recommendations pertinent to the total program are provided.

Structured Interviews and Reaction Forms

It was determined that because of the change in structure in several areas resulting from the expanded program, it would be beneficial to visit with persons who were direct recipients of services provided (the students) and teachers or other building personnel who worked with these students on their individual plans. As it was not deemed feasible for the single program evaluator to visit all buildings, it was decided to designate every other building as one in which a written reaction form would be completed to gather essentially the same information.

Following approval of the evaluation design, the program coordinator provided a list of student names, parent names and addresses, and names of staff members assigned to work with each student in each building. From this list a 10 percent sample was drawn from the student names. This was essentially a random sample, although care was taken to include at least one student from each building. Due to the variability in the number of students identified by building, some buildings with very few students might have not been included at all had a strict random procedure been used. It was the desire of the program coordinator to avoid this situation and have some input from each building if at all possible. The names of others involved in the evaluation were keyed to the students selected. For example, in the cases where reaction forms were used, it was the parents and staff members of these students that were selected.

A total of 766 student names were provided by the project coordinator in March 1984. The names provided represented the most up-to-date listing of students available at that time. The sample selected included 40 students to be interviewed at 28 buildings and 43 students

who would complete written reaction forms at 29 buildings. Copies of all interview and reaction data collection forms appear in Appendix D of this report. Also in this appendix is a summary of the number of students by grade level interviewed or sent reaction forms. In the section below, each item on the interview and reaction form is quoted followed by a synopsis of the results obtained.

Component #1: Student/Staff Interview

Interviews were scheduled with 40 students. Of these, 36 (90 percent) were completed. Of the four not completed, two students were absent on the day scheduled for the interview, one student had moved away and one was unavailable at the time. Interviews were scheduled with 39 staff members responsible for development of individual written plans for these students. Thirty-eight of these were completed. The remaining interview was completed by having the teacher, who was ill on the day of the interview, respond to the interview questions in writing. In order to encourage openness, students and staff members were interviewed separately at each building.

> Question 1: "You have what is referred to as an individual plan that contains activities or objectives you have worked on during the school year in conjunction with your participation in the Gifted and Talented Program.
>
> Were you involved in the process of developing this plan?
>
> yes no
>
> How were you involved?
>
> Who else was involved?"

Evaluation: Some 33 (91.7 percent) of the student interviewees did report involvement in the process of developing the individual written plan. The other 3 (8.3 percent) stated that they were not involved.

The level of involvement, as might be expected, was quite varied. Several reported that their signing of the plan constituted their total involvement, while many others indicated that they were consulted by staff concerning areas of interest and then worked with the staff member to develop the objectives for the plan. Students named the staff member at the building responsible for developing their plan and the itinerant resource teachers assigned to their building on a nearly equal basis when asked who was involved in the process. A very few students named another classroom teacher or the building coordinator.

Teachers responsible for working with the students on the individual plans also reported involvement in the development of the plan. This involvement was reported in 32 of the 39 cases (82.1 percent). The teachers interviewed also mentioned the itinerant resource teachers, building coordinators or a building committee and the students themselves as taking part in development of the plan.

It is recommended that steps be taken to insure that those staff persons who are assigned to work with students on activities specified in the written plans be involved to some degree in the development process. It would seem such involvement in plan development might serve to increase interest, or at least awareness, in of a student's progress as the school year proceeds.

> Question 2: "Have you met with the teacher or other person who was responsible for developing the plan to discuss your progress as it relates to the objectives and activities outlined in the plan? How often did you meet with this person?" (Teachers were asked the same questions about meeting with students.)

Evaluation: A total of 34 students (94.4 percent) and 35 teachers (89.7 percent) reported meeting to discuss progress relating to objectives and activities. A criterion for the number of meetings that were to occur was not established. A few students as well as teachers indicated that they met on a less than regular or an infrequent basis. Also interesting to note was the fact that in a couple of cases the replies of the student and teacher did not match; i.e., a student indicated meeting with a teacher about the plan though the teacher did not report such a meeting with the same student. It is recommended that the central program staff consider establishing a guideline or criterion for the frequency of meetings between teachers and students to check progress on individual plans during the year. This guideline might at least suggest the minimum number of contacts to be made.

Question 3: "Which of the following activities did the plan include?

_____ individual projects

_____ group projects involving other Gifted and Talented students

_____ projects or activities involving community members"

Evaluation: Both students and teachers were asked this question. As it was felt by the interviewer that some students were occasionally having some difficulty relating their responses to only the activities expressly listed in the written plan, only the teacher responses are reported. Teachers stated that for the group of 36 students in the interview sample, 26 (72.2 percent) had projects in their plan that could be classified as "individual," 23 (63.9 percent) had group projects while 19 (52.8 percent) worked on projects in which community resources were used. In many cases, activities in the written plan involved a combination of the categories.

Question 4: "Did you attain the objectives or complete the activities in your plan? If not, what were some of the reasons?"

Evaluation: This interview question, asked of both students and teachers, was considered central to the evaluation of delivery of services to students. Of the 36 students interviewed, 28 (77.8 percent) reported that the activities in their written plan had been completed or were "on schedule" (meaning that completion dates did not fall until sometime after the interview date). Of the 39 teachers interviewed, 33 (84.6 percent) indicated that the students concerned had completed the activities or indicated that they were on schedule. Eight students and six teachers indicated that the activities specified in the plan would not be completed or showed little promise of completion. Several of the students at the senior high level suggested the main reason they didn't complete the activities was that they were involved in so many other school activities that the scheduling necessary to complete the plan activities could not be accomplished. Occasionally mentioned was the remark that interest on the part of the student in a certain area had waned and, therefore, that particular activity had not been completed. It should be noted that oftentimes when this occurred, another activity not specified in the plan was undertaken. Three of the six staff members who were included in the category indicating that planned activities had not been completed actually meant that they had very little or no awareness of the individual plan.

While a high percentage of both students and teachers interviewed indicated that activities in the written plan were completed or were

on schedule, it is recommended that emphasis be placed in this area to encourage an even higher rate of completion of these activities, given that this is viewed as such an important part of the program.

> Question 5: (Student Interview only) "How much have you benefited from being involved in the Gifted and Talented Program this year?
>
> Please rate the amount of benefit on a scale from 1 to 5 with 1 indicating no benefit to 5 indicating that you benefited greatly."

Evaluation: Of the 36 students interviewed 34 provided a rating for the amount of benefit they felt they received from being involved in the Gifted and Talented Program. Two students were not able to answer this question. The average rating on the 5 point scale (1 = low benefit to 5 = high benefit) was 4.0 indicating that the overall perception among the students interviewed was that they did benefit from being involved in the program.

> Question 6: (Student Interview only) "Is it your desire to continue as a participant in the program? (Answer to this question does not indicate a commitment, one way or the other.)"

Evaluation: Of the 36 students, 34 (94.4 percent) responded that they did desire to continue in this program. The responses obtained from this question serve to reinforce the results obtained to the previous question, assuming that feeling benefit from a program and desiring to continue to be a part of the program are related.

> Question 5: (Staff Interview only) "Do you know if curriculum extensions were provided by classroom teachers for this student? If so, what type?"

Evaluation: The term curriculum extension was used to describe not only special activities and opportunities provided under the auspices of the Gifted and Talented Program itself but also to define extensions of the regular program provided by classroom teachers. Printed material concerning curriculum extensions both in and out of the classroom was made available to staff members. The itinerant resource teachers were also active in assisting classroom teachers in this area. When staff members in the interview sample were asked about their awareness of extension activities in their building, 22 of the 39 (56.4 percent) replied that they knew that such activities were being provided. Seventeen (43.6 percent) replied that they were not or that they were not sure. Of these some stated that they knew that other building teachers were aware of who the program students were but did not know if any special opportunties were being provided.

Given the fact that this area is specifically dealt with in the program guidelines from the Department of Public Instruction and much assistance in this area is available, it is recommended that the coordinator make a concerted effort during 1984-85 to assure that awareness on the part of building staff in this area is increased and that they are encouraged to use more of the available services. As the information in this area was not obtained by talking to a large portion of the staff at any building, it is realized that in some cases the person interviewed may not have been aware of extension activities occurring in other classrooms to a great extent. In such cases where this was the case, those instituting the extension activities are to be commended.

Question 6: (Staff Interview only) "What services were provided by other building personnel (i.e., the team)? By other district staff?"

Evaluation: By far the most comments received when this question was asked applied to the itinerant resource teachers. Of the 38 teachers responding to this question, 27 replied, without probing on the part of the interviewer, that regular contact with the resource teacher helped them tremendously with various aspects of the program, including logistical planning necessary for some activities, materials, ideas and actually working with students and other staff members. Six individuals mentioned the building coordinator and five mentioned that other building staff were instrumental in providing assistance instead of, or in addition to, the resource teachers.

Question 7: (Staff Interview only) "Were community resources and/or parents used in activities planned for the student?"

Evaluation: The evaluation under Question #3 also contains data related to the use of community resources in planning/implementing student activities. The data there indicated that staff members reported community involvement with 52.7 percent of the student projects in the interview sample. As no criterion for the amount of community involvement desired was specified, the coordinator may wish to use the figure as a guideline in deciding whether more emphasis needs to be placed in this area. The need and appropriateness of the use of community resources for a particular activity should of course be the primary consideration in deciding whether or not to utilize these resources. More detailed information on the nature of community involvement appears in the final section of this report.

Question 8: (Staff Interview)
Question 7: (Student Interview) "What in the program would you like to see changed?"

Evaluation: This question was the last item asked of both staff and students. The question was included not for the purpose of soliciting negative comments about the program but to provide some input from the recipients of program services about what modifications might improve the program in the future. All interviewees were also asked if they had any general comments (positive or negative) about program structure.

Very few students chose to make any comment in this area. Some may have had thoughts or ideas but for one reason or another chose not to express them orally.

Sample comments received from students included:

"Needed more information for activities further in advance."

"Better schedule for activities."

"Not personally oriented enough."

"Would appreciate being put in touch with resources outside of school to help with projects."

"Like idea of having a written plan."

"Would like more flexibility to change plan."

"Would like to have started my project earlier."

Staff persons made the following remarks:

"I feel the current plan can be very successful once enough time has elapsed for its components to be in place."

"There is a need to get more of a nucleus of people together to work with gifted and talented students that have interest in the program."

"Need release time for teachers responsible for plans." (three individuals)

"Unnecessary paperwork."

"Lack of materials."

"More interaction among TAG students at this building and with those at other buildings."

"More suggestions on program design (rather than having teachers come up with their own)."

"Streamline forms so not so much narration"."

"Time to work with students and develop programs is insufficient."

Component #2: Student/Staff/Parent Reaction Forms

As mentioned in an earlier section of this report, reaction forms were sent to 3 groups of individuals associated with the 29 buildings in the district at which structured interviews were not conducted. The sample of students was selected in the same manner as for the interviews--randomly except for the guideline of including at least one student attending each building. The number of students in the sample was 43. The reaction forms (copies appear in Appendix D) were sent to these students, the staff persons designated as responsible for their written plans and the parents of the students. A postage paid business reply envelope was provided to each recipient for return of the reaction forms. The forms were mailed in early April 1984 to correspond with the time that the structured interviews began. Return by April 27 was requested although forms arriving after that date were accepted and tabulated. Only one form was returned as undeliverable. The return rate for the reaction forms was as follows:

Student:	20 of 43 = 46.5%
Staff:	36 of 43 = 83.7%
Parent:	23 of 43 = 53.5%

When considering all categories together, a total of 79 forms were returned representing 61.2 percent of the 129 sent.

The reporting format is essentially the same as that for the structured interview, with the question quoted followed by evaluation of the response. As much as possible, the evaluation of responses from all three groups will be dealt with simultaneously unless the nature of the questions varied so much that this would be impossible.

Question 1: "Were you involved in the process of developing this plan? Who else was involved?"

Evaluation: A total of 15 (75 percent) of the 20 students who returned reaction forms reported being involved in the process of developing the individual plan. This compares to 91.7 percent of the students that were interviewed reporting involvement in this area.

Of the staff members returning reaction forms, 31 (86.1 percent) reported activity in developing the plan. These are the staff members designated to work with the students on the activities included in the plans, so it is expected that their level of involvement in developing the plans would be high. Of those staff persons interviewed, a similar percentage (82.1 percent) reported involvement.

Parents reported a much lower level of involvement in development of the plan. Only 5 of the 23 returning reaction forms (21.7 percent) reported involvement in development of the plan. Parents were also asked if they were aware of the existence of such a plan even if they were not involved in the development process. To this question, 72.2 percent of those parents not involved in developing the plan did reply

that they knew of the existence of such a plan. It should be noted that program guidelines did not require that parents necessarily take an active part in developing the plan, but only that they sign the document along with the student and a staff person.

Other persons frequently mentioned by students as being involved in development of the plan included classroom teachers, the itinerant resource teacher and in two cases, parents. Staff members stated most frequently that the building coordinator was involved in development of the plan. They also mentioned the itinerant teacher, other classroom teachers and the students themselves.

> Question 2: (Student Reaction form) "Have you met with the teacher or other person responsible for developing the plan to discuss your progress as it relates to the objectives outlined in the plan? Approximately how many times during the year did you meet with this person?"

Evaluation: Of the 20 students, 17 (85.0 percent) indicated that they had met with the teacher or other persons responsible for developing the plan to discuss progress relating to the plan. Thirty-four of the thirty-six staff members (94.4 percent) reported meeting with the students to discuss the plans. These figures reinforce the responses during the structured interview, indicating that in only isolated cases was there no contact between students and teachers concerning the individual plans. The number of meeting times reported varied widely, ranging from once during the year to three times per week.

> Question 3: (Student Reaction form) "Which one of the following types of activities did your plan include?
>
> Individual projects
> Group projects
> Projects or activities involving community members"

Evaluation: As in the interview sample, many students indicated that both individual and group activities were included in their written plan. Eighteen students stated on the form that their plan included individual activities while thirteen indicated group activities. Only 5 students of the 20 (25 percent), however, indicated that their plan included projects or activities involving community members. As indicated in the evaluation of the interviews, the coordinator may wish to assess the amount of community involvement in the projects and activities of the written plan to determine if increased emphasis in this area is needed.

Question 4: (Student and Staff) "Did you attain the objectives or complete the activities in your plan?

___ Yes, all objectives were attained
___ Most objectives were attained
___ Some of the objectives were attained
___ Few or none of the objectives were attained"

Evaluation: Of the 20 forms returned by students, 18 were correctly completed for evaluation purposes. Thirteen (42.2 percent) of the students indicated that all or most of the objectives in the plan were completed while five (27.8 percent) indicated that some or few objectives were attained. Answers provided by staff on this question were somewhat different from those provided by students. Of 34 reaction forms, 26 (76.5 percent) indicated that the students completed all or most activities and 8 (23.5 percent) indicated completion of some or few.

Question 2: (Parents) "To the best of your knowledge, did your child complete the activities or objectives outlined in the plan?"

Evaluation: This question and the next one were posed on the parent reaction form as a corollary to Question 4 on the student and staff reaction forms. Very similar results were obtained in that 73.9 percent of the parents stated that, to the best of their knowledge, their child did complete the activities or objectives in the plan. Four others stated that they couldn't answer the question, while only 2 (8.7 percent) said that they knew the activities were not completed.

> Question 3: (Parents) "Were you informed of your child's progress as it pertained to the contents of the written plan during the school year? How often were you informed?"

Evaluation: Of the 23 parents responding, 16 stated that they had in fact been informed of progress through a variety of mediums including written communication, phone calls, conferences at school, and, by the student.

> Question 5: (Student) "How much have you benefited from being involved in the Gifted and Talented Program this year? Please rate the amount of benefit on a scale from 1 to 5 with 1 indicating no benefit to 5 indicating that you benefited greatly."

Evaluation: The average rating for the students returning reaction forms was 4.2 on a 5 point scale. This compared to an average rating of 4.0 for the 36 students interviewed. Both groups in the sample, students interviewed as well as those completing reaction forms, seemed to perceive that they benefited from being in the program.

> Question 6: (Staff) "Were there any curriculum extensions provided by classroom teachers in relation to this plan?"

Evaluation: Curriculum extensions were earlier described as not only special activities and opportunities provided under the auspices of the Gifted and Talented Program itself but also extensions of the regular program provided by classroom teachers for Gifted and Talented students.

Of the 36 staff respondents, 18 (50 percent) indicated that they were aware of curriculum extensions being provided, while the other 50 percent indicated they either were not provided or they were unaware of them. The data obtained from the reaction forms in this area would seem to support the recommendation made earlier that awareness in this area be increased among building staffs.

> Question 6: (Student) "Is it your desire to continue as a participant in the program? (Answer to this question does not indicate a commitment, one way or the other)."

Evaluation: All 20 students returning reaction forms indicated that they would desire to continue as participants in the program. This compares to 94.4 percent of the students interviewed answering the same way. These responses would seem to reinforce the data indicating that students want to continue participation.

The parents of these students were asked if it would be their desire to have their child continue in the program. Of the 22 responses (one parent failed to answer this question) 21 (95.5 percent) said they would like to have their child participate again.

> Question 7: (Student): "What in the current program would you like to see changed?"

Evaluation: This question was asked of all persons sent reaction forms--students, staff and parents. All groups were also asked to make comments. Many persons shared their feelings about the program through

written comments. While a few students offered comments in the interviews, many more seemed to be willing to make written comments.

Sample suggestions/comments from each of the groups include the following:

Students:

"More outside group projects and seminars."

"I would like to be informed more often of all the things being offered or that I may participate in. I'm glad this program is available to me. It gives me a chance to do more with my education."

"No drastic commitments--allow students to do things by their choice and at their own pace."

"More guidance in selection of projects."

Staff:

"Drop students from the program if they have no intention of completing the project..."

"Be able to use more of outside professional resource people who might be here for short times."

"More of a commitment on the students part to complete the objectives written by the teacher..."

"Keep the process of identification and recordkeeping manageable. Our Gifted and Talented resource person was a great help to us. Thanks. It has been good working through this process."

"I would prefer special Gifted and Talented classes be given at some time other than taking the students out of classes like science..."

"More time to plan and execute program."

Parents:

"More emphasis on higher level cognitive skills--researching, analysing, writing, thinking..."

"More information about outside school enrichment programs and learning activities."

"I'd like to see my son have more time spent in his field of interest. A regular time in his daily schedule."

"I am very grateful for the TAG program. It has been a great thing for my child."

I'm quite pleased with what is currently being done."

"Pehaps a little more structure."

Talent Pool Reaction Forms

The "talent pool" was a term used to designate students that were not a part of the officially established Gifted and Talented Program, but who were provided notification of a variety of opportunities and enrichment activities available to them. Students in the pool did not fall under the Department of Public Instruction guidelines for the program and individual written plans were not prepared for them. While the regular program was in place in all buildings, a building could choose to not have students in the talent pool--16 buildings elected that option. While the population of students in the regular program was not allowed to exceed 3 percent of that building's population, it was recommended that the number of students in the pool not exceed 20 percent of the building's population. As of March the program coordinator reported a total of 999 students in the talent pool at 41 buildings. As of May 10, 1984, it was reported that 1,331 students had been invited to participate in various enrichment activities. The number of students included in the pool at individual buildings ranged from as few as 2 to as many as 104.

A 10 percent sample of all students in the talent pool was selected in a manner similar to that used in the regular program. Reaction forms, copies of which appear in Appendix D, were sent to 109 students and their parents. Thirty-five reaction forms were returned from students

and thirty-three from parents yielding a combined return rate of 31.2 percent. It should be noted that this is a somewhat lower rate of return than was found in the sample of students and parents in the regular program (50 percent). This may be due to the assumption that the people were not as aware of the pool as they were of the regular program. Because of the low rate of return the information is suspect, and is presented here merely as collected data.

As before, each question on the reaction form is quoted followed by evaluation of the responses received.

> Question 1: (Student) "Were you notified and invited to participate in the various enrichment activities during the year as a result of being in the talent pool at your school?
>
> Yes No
>
> If yes, about how many activities were you notified about?"

Evaluation: Some 26 of the 35 students in the talent pool (74.3 percent) responded that they were notified and invited to participate in enrichment activities. Nearly all of these responded that the number of activities they were notified of ranged from 1 to 5, although 4 students stated that they were notified of 10 to 20 activities.

It is recommended that program administration investigate the possible reasons(s) for about one-fourth of the students stating they were not notified of enrichment activities. As several students were somewhat unsure of how many activities in which they were invited to participate, it is suggested that some may have been notified of activities earlier in the year and not recalled these notifications by the time the survey was conducted.

Questions 1 and 3: (Parent) "Were you informed of your child's selection to participate in the talent pool during the 1983-84 school year?

Yes No

Other than being informed of your child's selection for the talent pool, did you receive information throughout the year on various programs/activities available in conjunction with being in the program?"

Evaluation: Of the 33 parents completing a reaction form, 31 (93.9 percent) stated that they were informed of their child's selection for the talent pool. Twenty-three (69.7 percent) stated they recalled receiving information during the year on programs and activities available.

Question 2: "Please place an 'X' next to the statement that best applies:

___ I participated in three or more activities
___ I participated in two activities
___ I participated in one activity
___ I did not participate in any activities"

Evaluation: Some 19 students (54.3 percent) indicated that they did not participate in any talent pool activities. This meant that 45.7 percent participated in one, two or three activities. The breakdown was as follows:

1 activity	5 students	14.3%
2 activities	7 students	20.0%
3 or more activities	4 students	11.4%

Sixteen parents (48.5 percent) when asked the same question replied that their child did not participate in activities. The breakdown for those who did participate according to parents was as follows:

1 activity	4 students	12.1%
2 activities	5 students	15.2%
3 or more activities	8 students	24.2%

The data from students and parents yielded quite similar results although a slightly greater percentage of parents reported their child participated in talent pool activities than did the students themselves.

> Question 3: (Student) "Please place an 'X' next to the statement that best applies:
>
> ___ The activities I participated in were primarily group experiences involving other students as well as myself.
> ___ The activities I participated in were mainly individual enrichment activities suggested by a classroom teacher.
> ___ I did not participate in any special activities as a result of being in the talent pool."

Evaluation: Of the 19 students who participated in talent pool activities, 18 (94.7 percent) stated that those activities were group experiences. Only one student stated that more of the activities were individual in nature.

> Question 4: "How much have you benefited from being involved in the talent pool this year? Please rate the amount of benefit on a scale from 1 to 5 with 1 indicating no benefit to 5 indicating that you benefited greatly."

Evaluation: As would be expected, the responses to this question depended heavily on whether or not a student participated in any of the activities through the talent pool. Those students who did not choose to participate in activities could hardly be expected to consider the program of any benefit. Because of this, for computing an average, only those ratings by students who participated in at least one activity will be used. The same stipulation was applied to the ratings made by parents on this item.

The 16 students that participated in at least one activity rated the amount of benefit received on a five point scale at 3.5. The 17 parents that indicated participation by their child in some activity rated the amount of benefit they felt their child gained at 3.4. The student rating of 3.5 by those in the talent pool compared to ratings of 4.0 by students interviewed and 4.2 by those returning reaction forms.

> Question 5: "Is it your desire to continue participating in this pool in the future? (Answer to this question does not indicate a commitment, one way or the other)."

Evaluation: Some 32 students (91.4 percent) indicated a desire to continue participation in the pool. Twenty-seven parents of these students (81.8 percent) indicated the same.

At the end of the reaction form, students and parents were asked to offer any comments that might improve their component of the Gifted and Talented Program. The following are samples of comments received from both groups.

Student:

> "The pool is a very useful resource for those students who really need it. I, personally, am very involved already, so I only used the pool occasionally."
>
> "Wider variety of activities."
>
> "that I could do something."
>
> "I thought this was a good program even though I didn't participate in all activities. I think more one-on-one activities with teachers would be good and do more things for the students."

Parent:

> "His teacher gave him and others a challenging year but no talent pool programs in particular. However, I feel he had a stimulating year. I hope he is able to use the talent pool this coming year."

". continue sending information to all students in TAG pool regardless of their identification area.

. continue to inform parents and students about out of sequence placement opportunities.

. continue leadership training opportunities.

. review effectiveness of high school TAG counselors.

. provide more information about testing procedures/data.

. continue support for Omnibus Program.

. provide a newsletter for students and parents to read about three percent and pool accomplishments.

. continue science institute - perhaps add humanities."

"A nice addition to an already fine educational system."

"His grades went down more. He thought special activities was important than his math, science and reading." (sic)

Component #3: Student Culminating Activity

On May 1, 1984, the Gifted and Talented Potpourri was held in the performance area and gymnasium at Jefferson Elementary School. A total of 37 groups performed or presented in time segments of 10 or 15 minutes over a 3 hour period. The purpose of this event was to allow students who worked on special projects during the year to display the end result of their labors. Twelve elementary buildings, one transitional building and five senior high buildings were represented.

In addition to the performances and presentations, over 100 representations of student work were exhibited in the gymnasium. A few examples of student work included: writing anthologies, olympic projects,

Boolean Algebra in Simplified Computer Circuitry, Mouse Trap Cars, Thumb Print Books, Fine Arts Displays, State Dioramas, Position Papers, Weather Research, Original French Plays and Pinhole Camera Photography. Students whose work was on display were in attendance to explain their projects and answer questions posed by those viewing them.

In attendance at the potpourri were a number of parents, teachers, building and central office administrators, Board of Directors members and the program evaluator. It was obvious that the Gifted and Talented staff had exerted a great deal of effort in preparing for this event. Students who participated in the potpourri are to be commended for their efforts.

A schedule of presentations and performances at the Gifted and Talented Potpourri appears in Appendix E.

Component #4: Evaluation of Process Objectives

As 1983-84 was the initial year of operation for the Gifted and Talented Program funded under the allowable growth plan, it was decided to prepare process (activity) objectives to monitor key activities in the program proposal. Sixteen process objectives were prepared by the program coordinator with technical assistance provided by the Department of Evaluation, Research and Testing. An accountability file was prepared to assist the program coordinator in collecting documentation for the objectives.

In this section of the report, each objective is quoted followed by the evaluation for that objective. A complete copy of the objectives is included in the evaluation design in Appendix F.

Administrative Process Objectives

II B 1. The district coordinator of Gifted and Talented Education will supervise the overall program by monitoring specified process and performance objectives throughout the 1983-84 school year.

DOCUMENTATION: accountability files maintained in the office of the district coordinator of Gifted and Talented Education and the Department of Evaluation, Research and Testing.

Accountability files were constructed to assist in monitoring of various project activities at the time the process objectives were written. One set of files was maintained by the project coordinator. The other set was maintained in the Department of Evaluation, Research and Testing. This objective was achieved.

II B 2. During the 1983-84 school year, the Department of Evaluation, Research and Testing will conduct the evaluation of the expanded Gifted and Talented Education Program.

DOCUMENTATION: copy of the evaluation design and the Report of Evaluation for Gifted and Talented Education, 1983-84, on file in the Department of Evaluation, Research and Testing by August 15, 1984.

A copy of the evaluation design appears in Appendix F of this report. This Report of Evaluation dated September 25, 1984 is the other portion of the documentation required for this objective. It should be noted that the original draft of the Report of Evaluation was prepared by August 15, the date specified. The actual date on the report is somewhat later indicating time consumed by reviewing and making necessary corrections to the document.

IV B 1. During the 1983-84 school year, the district coordinator of Gifted and Talented Education and the senior high school resource teachers will survey the availability of advanced classes in all senior high schools and the participation therein by Gifted and Talented students. Given the data obtained in the survey, the district coordinator and senior high school teachers will produce a set of recommendations relative to advanced classes for Gifted and Talented students in grades 9-12 to present to the Department of Curriculum by June 1, 1984.

DOCUMENTATION: results of the survey and a copy of the recommendations indicating date of forwarding to the Director of Curriculum.

A report entitled GT Class Survey was received in the Department of Evaluation, Research and Testing. The recommendations about advanced classes were dated and forwarded to the Director of Curriculum, as indicated in the objective.

The survey stated that the responses which were provided by the pupil services coordinators are not intended to be interpreted as "a statement of total participation by Gifted and Talented students in appropriate high level class offerings. The lack of a districtwide definition of appropriate high level academic curriculum makes such a determination impossible at this time."

The survey identified the number of Gifted and Talented students at each building enrolled in 3 areas: level 2 classes, advanced placement classes and other high level classes. Table 1 shows this information for each senior high building.

TABLE 1

Gifted and Talented Students in Upper Level Classes
Type of Classes

School	Level 2 Classes[1]	Advanced Placement Classes	Other High Level Classes[2]
East	6	0	20
Hoover	40	11	50
Lincoln	0	1	42
North	0	2	11
Roosevelt	52	7	9
Total	98[3]	21[3]	132[3]

[1]Examples include English (9, 10, 11), chemistry, physics.

[2]Examples include trigonometry, calculus, Spanish (4, 5), French (4, 5).

[3]Does not indicate individual students. Many are enrolled in classes in more than one area.

Recommendations emanating from the survey were:

(1) an attempt should be made to identify high level offerings uniformly throughout the district;

(2) an attempt should be made to match appropriate curriculum with Gifted and Talented students by the counseling departments; and

(3) once definition and identification of high level courses occurs, it is recommended that this survey be conducted twice a year to monitor Gifted and Talented participation.

As the survey was completed and recommendations issued, this objective was achieved.

IV B 2. During the 1983-84 school year, a team of administrative consultant personnel will plan, promote and implement a Gifted and Talented Institute in science and math as a pilot program for 30 students in grades 6-12 at Central Campus.

DOCUMENTATION: list of sessions conducted including date, name(s) of professional facilitator(s) and content submitted to the district coordinator by May 1, 1984.

List of students, grade, school and description of project submitted to the district coordinator by May 1, 1984.

The Gifted and Talented Institute in Science and Math was estabished during 1983-84 to provide a special series of experiences and services for highly motivated Gifted and Talented students. It was designed to provide access to facilities, resources and a stimulating environment in which students could pursue either unique or common interests. The program included a series of eight consecutive Saturday morning sessions which began on January 14, 1984. The sessions were held at Central Campus.

Admission to the institute was not dependent only upon application. Students who did apply had their application reviewed carefully by a screening committee. They were also required to have a teacher of their choice complete a recommendation form.

A total of 104 students representing all transitional and senior high buildings (including the two traditional schools) applied to the institute. A final selection of 33 students was made, 30 of whom ultimately completed the institute. The 30 students who were selected and attended all sessions represented seven of the transitional schools, one traditional school and the five senior highs. All grade levels from 6 to 12 inclusive were represented.

Documentation submitted included a list of students, their schools, grades and primary areas of interest. Areas of interest ranged from "black holes" to "fiber optics." Also submitted was a list of sessions and the dates.

Twenty-three of the thirty students and nineteen parents of these students completed an evaluation form at the conclusion of the institute. It should be noted that 100 percent of the students and parents answered that the institute was a worthwhile experience. Further, all of the students indicated that they planned on attending the institute next year if it was provided.

IV B 3. During the 1983-84 school year, G/T staff involved in community outreach will facilitate participation in districtwide activities for G/T students.

DOCUMENTATION: list of activities with the date, identification of community involvement, number of participating students, indicating their level (elementary, transitional, senior high) submitted to the district coordinator by June 1, 1984.

The teacher/facilitator in the Gifted and Talented Program was in charge of the community outreach portion of the program. In the two years preceeding the 1983-84 school year, community outreach activities had been included in a program known as Community Caring for Gifted which was funded in part through a grant from Northwest Area Foundation. This grant expired in June 1983. As a result of this, the teacher facilitator position and associated activities became a part of the regular program in 1983-84.

Documentation of community involvement activities submitted at the end of the 1983-84 school year included a summary report which categorized the many experiences offered into four groups. They were: one time experiences involving one student, continuing experiences involving one student, one time experiences involving a group of students, and continuing experiences involving a group of students. Table 2 indicates the number of students, the number of community resource persons and the number of hours given by community persons as reported in the summary submitted by the teacher/facilitator.

TABLE 2

Gifted and Talented Student Experiences
Involving Community Persons

Type of Experience	Number of Students	Number of Community Resource Persons	Hours Given By Community Resource Persons
One student, one time	26	25	46
One student, continuing	26	21	316
Group experience, one time	281	19	56
Group experience, continuing	588	81	389
Total	921	146	807

As can be seen in Table 2, 146 community resource persons devoted 807 hours to providing services to 921 students. The teacher/facilitator indicated that the figure of 921 indicates total enrollment in the programs and an individual student may have been included in more than one category. Nevertheless, this report provides very useful information as to the extent of services offered in this portion of the program.

It was also reported that in addition to involvement between community resource persons and students, 250 parents were reached at sessions entitled "What the Gifted Child Needs from Parents" held at Goodrell Transitional School on April 10 and 24, 1984.

In addition to the summary, backup material was provided indicating specific information about each activity (i.e., name of student, contact persons, etc).

Also submitted was a monthly flyer prepared by the teacher/facilitator and sent to the Gifted and Talented building coordinators. This flyer

was found to contain a long list of services available through agencies such as the libraries, observatory and Civic Music Association that would be of interest to Gifted and Talented students.

From the documentation received, it is quite evident that community outreach continues to be a vital portion of the overall Gifted and Talented program.

IV B 4. Upon completion of the identification process, the appropriate memo from the district coordinator of G/T Education will be mailed to parents of students, according to one of the following categories:

(1) opportunity for placement in program - the three percent for whom individual plans will be implemented;
(2) students previously identified who will be placed in talent pool; and
(3) students emerging in 1983-84 as appropriate candidates for talent pool.

DOCUMENTATION: copies of the three memos on file in the Department of Evaluation, Research and Testing by February 1, 1984.

Three formal memos were written and placed on file in the Department of Evaluation, Research and Testing by the date indicated in the objective. One memo informs parents of a student's selection for the regular program and includes a parent consent form. The other two memos suggest placement in the talent pool, one for students who were previous participants in the program and the other for students new to the Gifted and Talented Program that the staff believes can best be served through the pool. This objective was achieved.

IV B 5. During the 1983-84 school year, the G/T staff will provide information concerning the G/T program to parents, students, teachers and the general public.

DOCUMENTATION: copies of material, provided by G/T staff others, such as educational institutions, organizations and mass media.

Various sources containing information on a number of aspects of the Gifted and Talented Program were submitted as documentaton for this objective. Included were minutes from the Board of Directors meetings, an article from the Department of Public Instruction Dispatch, a Des Moines Register article and serveral other sources. This objective was achieved.

IV B 6. During the summer of 1983, workshop time will be devoted to writing extensions for the purpose of extending the standard curriculum in seven academic subject areas K-8: reading, language arts, math, science, social science, art and music.

DOCUMENTATION: (1) dates, attendance and agenda of workshops sent to the Department of Evaluation, Research and Testing by February 1, 1984.

(2) completed products - Curriculum Extensions 6-8; Curriculum Extensions K-5 sent to the Department of Evaluation, Research and Testing by May 1, 1984.

A list of dates, times and the names of those attending sessions at which curriculum extensions were being written for grades K-5 was provided as required by the program coordinator as documentation for Part I of this objective. Table 3 summarizes this information.

TABLE 3

K-5 Curriculum Extension Workshops

Date	Place	Subject	Number Attending
April 6, 1983	Wilson	Thematic Units in K-2 Curriculum	7
April 7, 1983	Wilson	Thematic Units in K-2 Curriculum	9
April 13, 1983	Wilson	K-2 Objectives in Reading and Math	10
April 19, 1983	Wilson	Reading, Math, Language Arts Extensions (3-5)	12
April 20, 1983	Wilson	Science, Social Science Extensions (3-5)	5
April 27, 1983	Wilson	Music and Art Extensions (3-5)	8
May 18, 1983	Wilson	Reading Extensions (3-5)	17
August 3-5, 1983	Brody	K-5 Extensions	13
August 15-17, 1983	Brody	K-5 Extensions	2
June 5-8, 1984	1800 Grand	K-5 Extensions	3
June 14-15, 1984	1800 Grand	K-5 Extensions	3

A publication entitled Extensions for Curricular Objectives for Differentiation (grades 6, 7 and 8) was received in the Department of Evaluation, Research and Testing by the date indicated. No such publication was received for grades K-5. A memo from the project coordinator indicated that the K-5 extension material was not complete as of the time this report was written. It was reported in writing, however, that the extensions for grades K-5 had been written and were in the process of being typed. Distribution is now planned for the fall of 1984. This objective was not achieved in its entirety.

IV B 7. During the fall of 1983, curriculum extension materials developed during the summer workshop will be produced and disseminated to classroom teachers in all elementary and transitional buildings.

DOCUMENTATION: a schedule of the building meetings at which the materials were disseminated submitted to the Department of Evaluation, Research and Testing by the G/T coordinator by June 15, 1984.

A schedule of meetings at which curriculum extension materials were provided to transitional schools was on file in the Department of Evaluation, Research and Testing. The meetings were scheduled during September and October 1983. They were conducted at the ten transitional buildings as well as at Phillips and Watrous Traditional Schools. As stated in the evaluation of Objective IV B 6, the dissemination meetings for the K-5 extension materials will not occur until the fall of 1984 when the materials are complete. The objective, as written, was not achieved.

IV B 8. Building teams will identify, assess needs and plan differentiated programs for a number not to exceed three percent of the school population during the 1983-84 school year.

DOCUMENTATION: maintenance of individual student files by the building principal and designated staff with completion of individual written plans by November 1, 1983, or within three weeks after placement in program.

NOTE: existence and status of these files will be checked at individual buildings at the time of data collection for other components.

The existence and status of individual files was randomly checked during visits to the 28 buildings at which structured interviews were conducted in April. The file folders were (in most cases) maintained by the building coordinator for the Talented and Gifted program in this

person's classroom, though occasionally they were kept on file in the office. At the time of the visits, the student files were found to be complete and in good order. The folders contained not only the written plans but also various reports concerning the identification of the student. The written plans and other information were to be completed by November 1, 1983, for students entering the program at the beginning of the year and within three weeks after placement in the program for those entering at a later time. While it appears that in some cases the folders were not completed within these time guidelines, it was reported that this was due mostly to the fact that this was the first year individual plans were required. As the file folders examined in April were complete and orderly at that time, this objective was achieved.

IV B 9. Building teams will monitor delivery of services to students from November 1, 1983, to May 1, 1984.

DOCUMENTATION: ongoing recording of information in individual student file folders with year-end records completed by June 1, 1984.

Documentation for this objective also consisted of various reports contained in the individual student files. In addition to merely designing an individual plan for each student, it was necessary for building personnel to annotate progress on the various activities included in this plan. This recordkeeping was found to be ongoing at the time of the onsite visits in April. This objective was achieved.

IV B 10. The teacher-consultant model will be used to provide support to classroom teachers in delivery of services to individual students and to facilitate direct services to students in both individual and group situations.

DOCUMENTATION: a record of personnel assignments and job descriptions on file with the district coordinator by November 1, 1983.

Job descriptions for the following positions were maintained on file with the program coordinator by the date indicated in the objective: itinerant catalyst teacher, elementary; itinerant resource teacher, transitional school; senior high school teacher at Central Campus; and itinerant resource teacher, senior high school. This objective was achieved.

IV B 11. The fulltime gifted and talented staff members will, during the 1983-84 school year provide support services to students and teachers during onsite visits to designated buildings.

DOCUMENTATION: copies of Building Reports submitted to the Department of Evaluation, Research and Testing by June 1, 1984 (copy attached).

IV B 12. During the 1983-84 school year, the elementary catalyst teachers and the secondary itinerant resource teachers will conduct awareness conferences with principals concerning the use of cluster groups and pupil-teacher matching as a tool for delivery of services, as documented by a record of such conferences maintained by the Coordinator, Talented and Gifted Programs and submitted to the Department of Evaluation, Research and Testing by June 15, 1984.

IV B 13. The itinerant resource teachers, as support staff, will work with G/T students in implementing their programs.

DOCUMENTATION: evidence in copies of Building Reports (IV B 11).

Objectives IV B 11, IV B 12 and IV B 13 are documented by a reporting form submitted by all itinerant resource teachers. Known as Building Reports, a sample of this form submitted by one of the resource teachers may be found in Appendix G.

It is quite evident from a perusal of the forms that the resource teachers spent a great deal of time at each of their assigned buildings engaged in "delivery of services" to students and teachers. Further evidence of this was found during the interviews conducted at selected buildings by the program evaluator in April.

Many times a question arises when individuals in a program are asked to keep time logs as to the amount of time consumed in simply keeping the logs and the necessity for continuing such a requirement in future years. During the initial year of the expanded program, this record-keeping procedure was felt to be important in order to ascertain how much time was needed in administering each phase of the program. Also, logs can be useful in identifying possible problem areas, particularly during the first year.

As no major problems in delivery of services were discovered through the logs or in the visits with building personnel, it is recommmended that the program coordinator consider adoption of a less time consuming reporting form for use by the itinerant resource teachers during 1984-85. In doing so, the advantages of the information gained from the forms should be weighed against the amount of time lost in delivery of services caused by the recordkeeping itself.

Objective IV B 11 concerns the provision of support services to students and teachers during scheduled visits to buildings. Three categories on the building report form were felt to relate to this area: "identification activities," "needs assessment activities," and "developing individual written plans (IWP's)." The six itinerant resource teachers indicated the following number of occurrences of these activities: identification - 277; needs assessment - 103; and developing IWP's - 97.

Objective IV B 12 relates more specifically to the activity of conducting awareness conferences with principals concerning the use of cluster groups and pupil-teacher matching. The six resource teachers reported occurrences of this activity through a coding system on the

form usually in the section on the building report form labeled "evaluation activities." Fifty-one occurrences were reported.

Objective IV B 13 concerns working with students in implementing their programs. This was reported in the section labeled "Implementing IWP's." Five hundred nine occurrences of this type of activity were reported.

Objectives IV B 11, 12 and 13 were achieved.

IV B 14. Teacher inservice on teaching strategies will include the 13 principles of differentiated curriculum as outlined in the program proposal.

DOCUMENTATION: agenda and attendance lists from workshops conducted for G/T staff and building coordinators during August 1983 and at other times during the 1983-84 school year.

A very comprehensive two day summer workshop was held for building coordinators on August 22 and 23, 1983, at Brody Transitional School. This was the major orientation of building coordinators to the new expanded program for 1983-84. The attendance list submitted by the program coordinator indicated 53 persons attended.

An agenda was also submitted as documentation. Topics covered in the program included:

- placement of students
- distribution of materials
- program design
- curriculum extensions
- individual written plans

Inservice for the newly appointed Gifted and Talented staff was held during the week of August 15 through 19, also at Brody Transitional School. A complete agenda is on file in the Department of Evaluation, Research and Testing. The program coordinator also reported the

occurrence of building level inservice sessions conducted after August by the itinerant resource teachers. As agenda for both workshops indicate presentation of the program proposal, it is assumed that the 13 principles of differentiated curriculum mentioned in the objective were covered. This objective was achieved.

COMMENTS

1. The Des Moines Talented and Gifted Program underwent extensive modification during the 1983-84 school year made possible by a funding mechanism known as "Allowable Growth." This made possible an increase in the size of the staff to allow for increased delivery of services.
2. "Delivery of services" was the major focus of the 1983-84 evaluation. In order to evaluate this area, an evaluation design with four separate components was developed by the program coordinator and program evaluator. Part of this design included visiting with the intended recipients of program services--students in the Gifted and Talented Program.
3. The student population served fluctuated throughout the 1983-84 school year. On May 10, 1984, the coordinator reported that 789 students were being served in the portion of the program requiring that individual plans be written. Another 1,331 students had been invited to participate in a wide variety of enrichment activities occurring throughout the year.
4. A sample of over 80 students who were either interviewed or who completed a written reaction form indicated that they felt they benefited from being a part of the program during the 1983-84 school year. A very high percentage of these same students indicated that they wished to continue as participants in the program.
5. The program coordinator and entire staff are to be commended for their efforts in making the expanded program operate in what appeared to be an orderly fashion.

RECOMMENDATIONS

1. Steps should be taken to insure that the staff persons assigned to work with students on activities specified in the written plans be routinely involved in development of those plans. In conjunction with this, it is suggested that a guideline or criterion for the number of meetings between staff and students for the purpose of checking progress on the written plan during the year be established. This guideline might at least suggest the minimum number of contacts necessary.
2. Assuming that the individual written plan continues to be an important component of the program, emphasis should continue to be placed on encouraging a high rate of completion of the activities specified in the plan.
3. The central program staff should make a concerted effort during 1984-85 to assure that awareness of building staffs in the area of curriculum extensions is increased. Printed materials covering this area have been produced and should be utilized as need dictates.
4. The central program staff may wish to assess the amount of community resources used in carrying out the projects and activities of the written plan to determine if these resources are being used fully when appropriate. The teacher/facilitator associated with the community outreach portion of the program has contacted a vast number of persons in the community over the past several years, some of which may be valuable resources for assisting with the individual plans.
5. The central program staff should investigate the possible reason(s) for about one-fourth of the students in the "talent pool" stating that they were not notified of any enrichment activities.

6. The central program staff should study the comments and suggestions offered by students, parents and staff members on written reaction forms as a method of program improvement.

7. The central program staff should consider adoption of a less time consuming form for recording usage of time and services performed by the itinerant resource teachers. In doing so, the advantages of the information gained from the forms should be weighed against the amount of time lost in delivery of services caused by the record-keeping itself.

APPENDIX A

"Updating into the Eighties"
(Des Moines Plan for Gifted and Talented Education)

Philosophy

The public schools of Des Moines are dedicated to providing an equally appropriate learning opportunity for all students. This dedication enables the schools to balance the District's goal of recognizing the equal worth of all students with the goal of nurturing the differences in their abilities.

Acting from this dedication, the Des Moines Independent Community School District established a program for talented and gifted students designed to serve their shared and their distinguishing needs, a program for students "who are identified at the preschool, elementary, or secondary level as possessing demonstrated or potential abilities that give evidence of high performance capability in areas such as intellectual, creative, specific academic, or leadership ability, or in the performing and visual arts, and who by reason thereof, require services or activities not ordinarily provided by the school." (Sec. 902, P.L. 95-561, Gifted and Talented Children's Education Act of 1978)

Efficiently providing such services within the limitations of District resources requires an enduring and informed commitment to excellence by the schools and by the community at large.

Statement of Goals for Talented and Gifted Program

1. To coordinate and articulate services appropriate throughout the entire public school experience.

2. To identify by valid and reliable measures that are as objective as the various areas of giftedness permit and that are applied impartially and consistently throughout the school system.

3. To provide an educational program which will enable each gifted child to develop his/her abilities to the fullest potential.

4. To provide learning alternatives which are appropriately tailored to encourage individual growth at varying levels of abilities, interests, and needs.

5. To provide guidance, teaching, and support service personnel appropriately trained to help accomplish identification, programming, and evaluation goals.

6. To reward outcomes that motivate gifted children to continue to do what benefits them.

7. To establish means of regular communication about the talented and gifted program among staff members and between the school and the home.

8. To evaluate program systematically for the purpose of making decisions relative to program modification.

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Target Population

The Des Moines program for talented and gifted identifies students in the five categories of talent which are listed in the federal definition. Students are identified K-12 in all buildings (41 elementary schools, 10 transitional schools, 5 comprehensive high schools and central campus) except those providing special alternative programs. The Des Moines Public Schools will identify 3% of its student population for placement in program.

The Des Moines Public Schools are committed to an awareness of and affirmative action concerning special populations. These include the culturally different, students with handicapping conditions, students from low socioeconomic backgrounds, and students with high potential who are underachievers. No quotas are advocated, but heightened perception of the exceptionally high potential student from any milieu is strongly advocated.

The Des Moines Public Schools accept the talent definitions in the Department of Public Instruction guidelines to gifted and talented programs:

"General intellectual ability" refers to students who can learn at a faster pace, master higher levels of content and handle abstract concepts at a significantly higher level than expected, given the student's chronological age and experiences.

"Creative thinking" refers to students who have advanced insight, outstanding imagination and innovative reasoning ability. Such students possess outstanding ability to integrate seemingly unrelated information in formulating unique ideas, insights, solutions, or products.

"Leadership ability" refers to those students who possess outstanding potential or demonstrated ability to exercise influence on decision making. These students may be consistently recognized by their peers, may demonstrate leadership behavior through school and non-school activities or may evidence personal skills and abilities that are characteristic of effective leaders.

"Visual and/or performing arts ability" refers to students who demonstrate or indicate potential for outstanding aesthetic production or creativity in areas such as art, dance, music, drama, and media production.

"Specific ability aptitude" refers to those students who have exceptionally high achievement or potential and a high degree of interest in a specific field of study.

Identification Procedures

The building principal is primarily responsible for the identification of the talented and gifted population in his/her building.

Students already identified as talented and gifted will continue to be included in the talented and gifted program pool of the Des Moines schools. Students identified by one building will be initially accepted by another building for the category of the student's talent identification.

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However, at any point in a student's educational career, it is appropriate that there be ongoing needs assessments to determine whether or not a student does indeed need a service or activity not provided in the standard educational program of the school. This then becomes a program concern rather than an identification concern. Delivery of services will be limited to 3% of the total population district-wide and will be determined by need and potential benefit rather than labeling.

Implementation of screening and selection processes will be carried out by a building team of 3-10 persons, including teachers and support personnel such as counselors and psychologists, as feasible.

Identification procedures -- screening and selection -- are ongoing. Students may be identified whenever they are found.

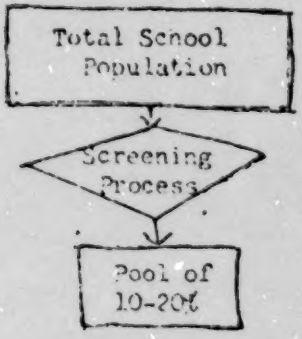
This should not be confused with systematic reporting times to central office or systematic checkpoints in the screening process to guard against overlooking students who should be identified.

Two-step Identification Process

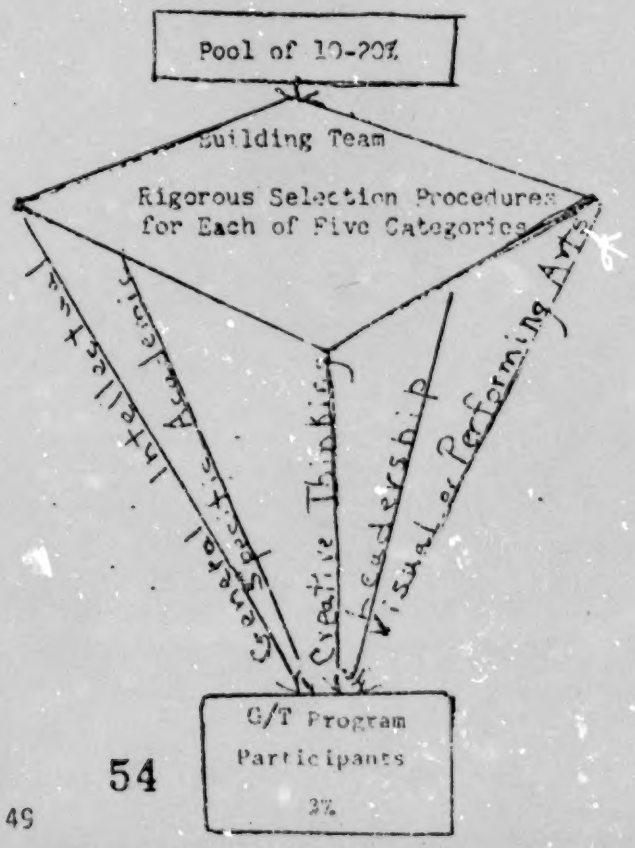
Step 1. Screening

Step 2. Selection for Special Program

Screening Model



Selection for Special Program



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Screening Process

The screening process will use one or more of the following to obtain a pool for purpose of identification:

1. Information in cumulative records, such as
   a. Metropolitan Readiness Tests
   b. ITBS or ITED scores in any area
   c. A standardized intelligence test (if available)

2. Information from other school records, such as
   a. SARI charts or teacher observation
   b. District-wide criterion-referenced tests in any academic area

3. Teacher nomination because of indicators other than test scores; also for leadership, creativity, and visual and performing arts

4. Acceptance of parent nomination

5. Nominations from counselors, psychologists, and other support personnel

The intent is to use data already available or quickly accessible.

Additional options which schools may wish to use are:

1. The screening instrument developed by Institute of Human Resources, Albuquerque, New Mexico.

2. Computer-tabulated checklists completed by peers or parents or self.

3. Alternative screening procedures already developed and in use by some buildings, provided such procedures are in writing and have been approved by the Assistant Superintendent for Instruction, the Coordinator of Psychological Services, and the Coordinator of Gifted and Talented Education.

District-wide Screening

The purpose of the screening process is to find a pool composed of from 10-20% of the total student population. To assure consistency throughout the district, there will be district-wide screening at the following points:

1. End of first grade
2. End of third grade
3. Last year in elementary school
4. Last year in junior high
5. New students at any point of entry

Minimal district-wide standards for inclusion in the pool are recommended and delineated by the Task Force. An individual building may use more rigorous standards if necessary to obtain a pool not exceeding 20% of its population.

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"Standards for District-wide Screening" are included in the Addendum on Identification.

Rigorous Selection Procedures for Each of Five Categories in the U.S. and State of Iowa Definition of Gifted and Talented

Each building team will select students from the overall identification pool for inclusion in the G/T program in the building -- the total number of individuals not to exceed 3% of the student population. The team should include the principal, teachers, and appropriate support staff as feasible, especially a psychologist and a counselor.

Identification in each of the five categories of the definition will use multiple criteria, all of which will be fed into a matrix and rank ordered. It is suggested that building teams rank order scores for each criterion used, then look at all the data. It is possible (but takes some time) to reduce all data to one numerical score for each person in each category; these scores can be rank ordered. This procedure considers equally all criteria used; its disadvantage is that it works against someone who is very high by one criterion and not in others. It can also be skewed in situations where teacher input is consistently either very high or low relative to perceptions or other teachers. Rank ordering for each criterion used is a preferred procedure.

Approved procedures, instruments, and standards for each of the five facets of giftedness are included in the Addendum on Identification. The forms are a local adaptation of the Baldwin Identification Matrix.

It is intended that rigorous selection procedures will be applied in accordance with the talent(s) for which the student gained entry into the identification pool. It is not intended that a matrix in every category of talent be completed for all students -- only the matrices which are appropriate.

The matrix for use in identifying intellectual ability includes an intelligence test, a composite score on an achievement test, the learning characteristics portion of the Renzulli rating scale, and student products as evaluated by the classroom teacher.

The matrix for use in identifying specific academic aptitude includes a standardized achievement score, the motivational characteristics portion of the Renzulli rating scales, and teacher nomination.

The matrix for use in identifying creative thinking includes a rating scale instrument, review of student products or performances which consistently demonstrate unconventional responses to conventional tasks, and one of the creativity tests.

The matrix for use in identifying leadership ability uses peer selection, teacher nomination, and the leadership characteristics portion of the Renzulli rating scale.

The matrix for use in identifying exceptional talent in visual or performing arts includes use of Renzulli's scales of characteristic traits, teacher nominations based on checklists, and student products as perceived by teachers or the public.

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There should be data in each individual student's file folder to justify placement in the G/T program, with clear indication of which category or categories of giftedness.

Final Selection of G/T Program Participants

Each building team will make the final selection of G/T program participants in its building using all accessible data called for in the identification matrices.

Guidelines for using data from the five matrices:

1. Students with maximum scores will be placed in building program.

2. All other high ranking students will be considered by the building team, using all data available. Decisions by the building team will take into consideration a question raised in the federal definition: Which students require differentiated programs and/or services beyond those provided by the regular school program in their buildings?

3. Building teams may select students for program participation who are in some variance from the rank ordering or from some standard such as two standard deviations above the mean. However, the rationale for such inclusion should be documented in writing.

4. Need and potential benefit are related to:

   Degree of giftedness
   Concern for whether potential is being fulfilled in present program
   Awareness of culturally different populations
   Task commitment
   Capacity for production of new information as contrasted with being a consumer of information

5. Delivery of services (placement in program) should be allocated to the 3% in a building who need it most. Identification is for program placement rather than for labeling. Personal interviews to determine task commitment and/or special needs are highly recommended.

Addendum on Identification

See the yellow coded section on identification for details, copies of matrices, and other forms.

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Program Design

Underlying principles include:

1. An articulated program K-12 with ongoing planning, implementation, and evaluation for each identified student throughout the student's entire public school experience.

2. Curriculum modifications which address the uniqueness and exceptionalities for which the student was identified in the first place.

3. Appropriate learning environments:

   a. G/T students need the peer challenge of others like them for a part of their school experience.

   b. G/T students need teachers who have high empathy with them plus training in working with the gifted and talented.

   c. Settings which allow and reward open-ended inquiry.

4. Programming which is an integral part of a G/T student's curriculum rather than an "add-on".

To carry out a district-wide plan for delivery of services to gifted and talented students identified in all buildings, a management system will include:

1. Delegation of responsibility to building principals and their staffs.

2. District-wide expectations and guidelines for all building programs, set out in this plan and supplemented by district-wide process objectives monitored by a full-time coordinator of gifted and talented education, with support from the following staff:

   Three itinerant catalyst teachers, for teachers and students, grades K-5
   Two itinerant resource teachers, for teachers and students, grades 6-8
   Resource teacher, shared by two elementary magnet schools
   Two resource teachers, senior high school: one itinerant, one working through Central Campus: Resource Center
   Teacher-facilitator K-12 in "Community Caring for Gifted"
   Contracted services of two psychologists, 100 days each
   Part-time contracted services of staff in the Des Moines Public Schools Department of Evaluation.

3. Designation of G/T building coordinators in each building plus a team of 3-10 persons responsible for identification, needs assessment, program placement, monitoring of program implementation and evaluation within each building. The team will include the principal and support personnel as well as teachers; there will be continuity from year to year in the makeup of the team.

4. Recommended: At least one period per day will be provided each transitional and senior high G/T building coordinator as a work period with students. At the elementary level, enough extra time will be allocated to get the job done.

5. Time Table.

6. Recommended: Formulation of written plans for each building, based on program designs consisting of three prototypes: guidance, enrichment and acceleration. Detailed explanations of prototypes on which to base acceptable building plans are included in the Addendum on Program Design.

Role of Building Principal

Key to the success of the program is the commitment of the building principal. The responsibilities of each building principal will be:

1. To emphasize the importance of the G/T program to the staff.

2. Along with the district G/T coordinator, to be responsible for determining the characteristics of the type of individual needed for the position of building coordinator, as well as selecting the person for that position.

3. With the aid of the coordinator, to select a building team of 3-10 members who:

   a. demonstrate an empathy with the talented and gifted students

   b. have established rapport with their peers on the staff

   c. are representative of the various power bases on the staff

4. To conduct meetings with the coordinator (and/or team) at least once a month to determine the direction of the program, identify and resolve problems, such as budget, space, and materials, in order to insure the development of three prototypes -- guidance, enrichment, and acceleration -- and to evaluate progress.

5. To explain the program to the G/T parents at the beginning of the school year, encourage parent participation in the program and in the parent advisory groups.

6. At the end of the year, to review all student files and forms and to complete evaluation forms.

7. To be responsible for conducting yearly evaluation of the G/T program, considering input from students, parents and faculty.

8. To direct input from the District Support Personnel as the team finds necessary.

9. To work to achieve scheduling flexibility for various program approaches.

10. To initiate the formulation of a written building plan.

11. To insure that student class placement coincides with teachers receptive to the program.

Role of G/T Building Coordinator

1. Assist the principal in selecting the building team.

2. Serve as chairperson at building team meetings.

3. Review folders of all identified G/T students during the first month of school.

4. Work with the team and principal to screen, identify, and place students in the appropriate program:

   a. Follow the screening and identification procedures outlined in the Addendum on Identification in this plan.

   b. Determine the type of differentiation needed, assist in writing an individual plan for each student to whom differentiated services are to be delivered.

   c. If the students are new to the building or newly identified, use the guidance model in the Program Design plan to determine appropriate program placement.

   d. Students already in the building who are continuing in the program should have their programs reviewed each fall and each spring to determine that needs are being met and goals accomplished.

5. Be responsible for initiating the guidance program for new G/T students in the building. On the secondary level, where numbers are often greater, this would involve the Counseling Department. A conference will be held between feeder coordinators, receiving coordinators and receiving counseling departments to become acquainted with the new G/T students and to make arrangements for any special program needs. This articulation meeting will be held by March 1 of each school year.

6. Insure that the student folders are up to date in specific areas of identified giftedness and sent on to the receiving school. When the student graduates, insure that his/her identification and record are a part of the transcripts.

7. Be responsible for communication between counseling department, building team members, building staff and parents.

8. Attend district meetings that are important to maintaining the G/T building program, and insofar as funding is available attend state and national meetings for which compensation is provided by the district.

9. Recommended: Have at least one period per day to handle the responsibilities of the building program.

10. Be responsible for communication with the itinerant resource teachers and with the district G/T coordinator, also for keeping reports called for in the district-wide management system up-to-date.

11. Insure that the entire building plan is written and available for all interested parties to read.

Role of G/T Building Team

1. Attend all building G/T meetings and district, area, state and national meetings, as feasible.

2. Each team member will be responsible for arranging individual meetings with students assigned to his/her immediate supervision for the purpose of establishing and monitoring various programs and individual placement, as indicated in the student's individual written plan.

3. Keep the coordinator aware of the progress of the students under their responsibility.

4. Maintain student folders of those with whom they are working.

5. Be aware of new information and new techniques of gifted education.

6. Share in the development and evaluation of the building program.

7. Assist the building coordinator in seeing that building time schedules are met.

8. Assist the coordinator in writing the building plan.

Addendum on Program Design

The addendum, color-coded in green, explains the three prototypes of guidance, enrichment, and acceleration.

The addendum also includes the expanded program goals, objectives, activities, and evaluation under the allowable growth plan for the current year.

Curriculum Modification

All students selected for program placement will have an individual written plan. Evaluation of student outcomes will be on the basis of reaching objectives in the written plan.

The frame of reference for curriculum differentiation is included in the Addendum on Curriculum Modification. Quality control of the program will be a primary responsibility of the district's coordinator of gifted and talented education, who will work with subject matter supervisors to provide appropriate

curriculum extenders. Input from classroom teachers and sharing of workable ideas will be built into the G/T program. Assistance to building staffs in planning and implementing delivery of services to students will be a primary function of the support staff.

In-service

The goal of in-service is to provide opportunities for increasing (levels of) awareness, acceptance and affirmation of district staff to implement a comprehensive program (or curriculum) for gifted and talented students that includes:

1. Identification in five categories
2. Assessment of needs of identified students
3. Differentiated programming, as evidenced by individual written plans for each student
4. Evaluation of identification, staff and programs in terms of meeting needs

A comprehensive in-service plan, with continuing tailoring for the target audience, will include:

1. Identification
2. Individual educational programs (form and content)
3. Program strategies and learning alternatives
4. Guidance and support services
5. Evaluation

Methods of Delivery

In-service for gifted and talented education will be coordinated with and become an integral part of the district's overall plans for staff development and in-service.

Key personnel will be sent to professional meetings of G/T organizations within the limits [illegible] expenses will be

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It should be the responsibility of each building to evaluate annually all components of its program for gifted and talented students. This should be a group effort by the staff, parents, and students.

The program evaluation design proposed for the Des Moines Public Schools is adapted from ideas presented in A Guidebook for Evaluating Programs for the Gifted and Talented by Joseph Renzulli, University of Connecticut, 1975.

Evaluation of student outcomes will be an assessment of whether or not objectives delineated in individual written plans were reached. Anecdotal reports to parents will be provided rather than grades, unless a scheduled course is involved in the objective -- or an independent study or project which substitutes for a course for which grades are given. Evaluation of student outcomes will be the responsibility of the staff member with primary contact time with the student in facilitating implementation of the objectives in the individual written plan.

For details, see the Addendum on Evaluation.

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A P P E N D I X B

Summary of Services Delivered in Gifted and Talented Program
1983-84

AGENDA B

May 10, 1984

SUMMARY OF SERVICES DELIVERED 1983-84 IN GIFTED AND TALENTED PROGRAM

Students being served with individual written plans (as of May 10, 1984):
(This number cannot exceed 3% of the total student population -- 995.)
K-5: 378
6-8: 181 Total: 789
9-12: 230

Students in talent pool, who receive invitations to several kinds of group enrichment experiences:
K-5: 614
6-8: 383 Total: 1331
9-12: 334

Kinds of services delivered to students:

During the regular school day, or under the direction of classroom teachers or building staff:

1. Curriculum extensions going beyond the minimal expectations or curriculum substitutions.
2. Advanced curriculum offerings, such as Advanced Placement classes, A.S.P. and Level II classes (secondary), Central Campus advanced academic classes, accelerated sequence of courses on an individualized basis (skipping a prerequisite, enrollment in sequential courses concurrently, flexibility in advancement during semester).
3. Arrangement for college courses for credit (either high school or college) when appropriate.
4. Individualized programs, such as independent study or a special project involving self-directed learning, monitored by a faculty member.
5. Group activities, such as seminars -- some on a regular basis, some occasional -- and original dramatic productions.
6. Partial pullout programs regularly scheduled under the leadership of the G/T building coordinator or other staff person, sometimes in a designated resource room.
7. In two elementary schools, Jefferson and Edmunds, a full time resource teacher serving students in a resource room pullout program (two days at Jefferson, three days at Edmunds).
8. Specially focused field trips, in town and out of town, such as mock trial finals at State House, Junior Academy of Science at Ames, career exploration at Colleges of Engineering and Design at Iowa State Universit
9. Single pullout experiences to meet unique needs, such as senior high school chemistry and physics students giving a science demonstration to elementary gifted students.
10. "Omnibus" program in several elementary schools, using trained volunteers with direction from building principal and staff. (This program is carried out in collaboration with the Junior League of Des Moines.)
11. Preparation for and participation in competitions and events already in place, such as Future Bowl, History Day, debate tournaments, Model U. N. Day, science and math competitions, Good Apple creativity contest, Closeup program, etc. (Promotion and subsidization to support the participation.)

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12. Junior Great Books
13. Expediting non-competitive inter-school and inter-age experiences, such as master painting workshop with watercolorist in residence, and a senior high student working with transitional students in drama extensions.
14. Expediting horizon-expanding experiences, such as interaction with persons who are hard of hearing or blind.

After school and on Saturdays:

1. Mentorships with professionals in community (continuing experiences, individual or group).
2. Special classes, often for a specific target audience, such as astronomy, broadcasting, graphic arts, advanced computer skills, cartooning, music composition, architecture.
3. Individual shadowing and interviewing opportunities with community professionals.
4. One-time group experiences, such as a leadership seminar, field trip in veterinary medicine, computer music with an Iowa Arts Council artist-in-residence.
5. Science-Math Institute at Central Campus, eight Saturday mornings.
6. Seminars in writing: elementary, transitional, and senior high school -- ongoing series with professional writers.
7. Seminars in art appreciation, using community resource persons and galleries.
8. Programs on Drake University campus: four Saturday mornings with science and math professors; an on-campus Saturday honors symposium for senior high school students -- "Will We Create the Future or Let It Control Us?"
9. Creative problem solving program culminating in Future Bowl competitions (both in-school and out-of-school, sometimes with faculty coaches, sometimes with parent coaches).
10. District-wide and regional activities under direction of G/T resource teachers, such as mousetrap car seminar, arts classes, and career explorations in fields of law and medicine.
11. Investigation of real problems such as ongoing participation in Wetlands Survey being conducted by Iowa State Conservation Commission.

Many of the after-school and Saturday activities are the result of cooperative planning by building staffs and the G/T staff. Many are examples of the community outreach program known as "Community Caring for Gifted".

Summary of G/T experiences involving community persons:

	Student Enrollment	Number of Community Persons	Hours Given by Community Persons
One student, one time	26	25	46
One student, continuing	26	21	316
Group experience, one time	281	19	56
Group experience, continuing	588	81	389
Total	921	146	807

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The experiences involving community persons included in the chart on the previous page are those arranged by the G/T staff. In many buildings programs involving community persons were set up as a result of inspiration of building staff. These are not counted in the above totals. The 921 figure indicates total enrollment in the programs. There will necessarily be some overlapping in student participation.

Plans for summer program, 1984:

1. Classes at Brody for G/T students district-wide who will be in grades 2-8 next year, June 5-28, two-hour classes four days a week, nine subjects.
2. Outdoor Adventure Camp for Gifted and Talented Youth, July 29-August 2 4-H Camp at Madrid, Iowa, for G/T 7th and 8th graders, co-sponsored with Polk County Extension Service.
3. Computer classes at North and Wilson, grades 4-12, co-sponsored with Department of Community and Adult Education.
4. Music composition class and music listening and performance seminar, June 18-29, at Edmunds, for G/T students in grades 4-12.

We are also promoting participation in the Grand View summer program for students grades 5-11 and in various summer programs throughout Iowa and the U. S.; students will be participating in music camps, forestry camps, programs on the Coe and MacMurray College campuses, and others. Competitive testing will allow at least four transitional students to participate in advanced academic programs at Duke University and Johns Hopkins University this summer. One of our high school students is the only one in Iowa to win a scholarship to the Rickover Institute this summer for advanced work in science and math.

Kinds of services provided to teachers and other building staff:

1. Two days' inservice in August for all building coordinators.
2. On-site assistance to staff by itinerant resource teachers -- identificatio record keeping, writing individual written plans, providing materials, working with students, whatever is needed.
3. Opportunity for classroom teacher participation in Connie Belin Fellowship program at University of Iowa.
4. Psychological assessments by two part-time psychologists.
5. Increase in provision of materials and supplies to use with G/T students.
6. Distribution of a curriculum extensions book to teachers of students at 6-8 level. (A K-5 curriculum extensions book is in process of preparation. This will be available to classroom teachers by August, 1984.)
7. Newsletters, and memos of information.
8. Organizing and providing transportation for field trips, in town and out of town.

Kinds of services and communication provided to parents:

1. Letters from central office notifying parents of their child's placement in program and asking for parent approval of program participation generall and for approval of the individual written plan specifically.
2. Newsletters, invitations, and notices of opportunities for student enrichment experiences.
3. Telephone conferences with parents.
4. Staffing with parents after individual psychological assessments.

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5. Meetings with parents at building level.
6. 250 parents reached at each of two district-wide meetings: one the Terzian lecture related to the Science/Math Institute, one the series "What the Gifted Child Needs from Parents".
7. Invitation to G/T Potpourri at Jefferson, a district-wide sharing of products and performances by G/T students May 1, 1984.

Conclusion

We have moved ahead in many aspects of the gifted and talented program this past year. Thanks to the expanded program made possible by funding through allowable growth in 1983-84, there has been a substantial increase in services delivered. We have been blessed with a group of superlative staff people in our expanded program. We are at the threshold of a truly exemplary program if we can maintain an attitude of openness to ideas which would make it even better

Florence G. Hoffmann

Florence G. Hoffmann
Coordinator of Gifted and Talented Educati

Gifted and Talented Staff:

Elementary resource teachers: (Itinerant)	Ruth Fellers Ron Goodman Corrine Vint
Elementary resource teacher: (Assigned to Jefferson-Edmunds schools)	Kathy Lucs
Transitional resource teachers: (Itinerant)	Michele Soria-Dunn Dorothy Vance
Senior high school resource teacher: (Itinerant)	Susan Lewis
Senior high school resource teacher: (Assigned to Central Campus)	Gordon Burstein
"Community Caring for Gifted" resource person K-12:	Arlene DeVries

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APPENDIX C

Number of Students Identified by Building
1983-84

Des Moines Talented and Gifted Program
Number of Students Identified by Building
1983-84[1]

School	Number of Students in 3%	Number of Students in Talent Pool	Total
Adams	6	4	10
Brooks	2	2	4
Cattell	10	6	16
Douglas	10	4	14
Edmunds	23	-	23
Findley	9	28	37
Garton	5	-	5
Granger	8	4	12
Greenwood	12	42	54
Hanawalt	15	28	43
Hillis	11	33	44
Howe	10	3	13
Hubbell	9	-	9
Jackson	15	30	45
Jefferson	11	-	11
King	6	13	19
Longfellow	8	3	11
Lovejoy	8	-	8
Lucas	4	9	13
Madison	6	-	6
Mann	8	5	13
McKee	5	-	5
McKinley	8	-	8
Mitchell	8	5	13
Moore	11	20	31
Monroe	9	-	9
Moulton	8	2	10
Oak Park	8	36	44
Park Avenue	9	-	9
Perkins	12	52	64
Phillips	10	8	18
Pleasant Hill	7	9	16
Rice	6	-	6
Stowe	8	25	33
Studebaker	7	6	13
Wallace	8	11	19
Watrous	17	28	45
Willard	10	-	10
Windsor	3	-	3
Woodlawn	10	35	45
Wright	4	-	4

(continued)

(continued)

School	Number of Students in 3%	Number of Students in Talent Pool	Total
Brody	16	39	55
Callanan	18	32	50
Goodrell	18	25	43
Harding	19	13	32
Hiatt	15	38	53
Hoyt	18	32	50
McCombs	15	20	35
Meredith	25	37	62
Merrill	13	-	13
Weeks	21	-	21
East	40	104	144
Hoover	38	34	72
Lincoln	57	38	95
North	23	31	54
Roosevelt	43	90	133
Tech	23	15	38
Total	766	999	1765

[1]These enrollment figures were supplied by the Gifted and Talented Program Coordinator in March 1984.

APPENDIX D

Interview and Reaction Forms

Des Moines Talented and Gifted Program
Student Interview

Name: W

School: W

You have what is referred to as an individual plan that contains activities or objectives you have worked on during the school year in conjunction with your participation in the Gifted and Talented Program.

1. Were you involved in the process of developing this plan?

   Yes No

   How were you involved?

   Who else was involved?

2. Have you met with the teacher or other person who was responsible for developing the plan to discuss your progress as it relates to the objectives and activities outlined in the plan?

   Yes No

   How often did you meet with this person?

3. Which of the following types of activities did your plan include?

   _____ individual projects

   _____ group projects involving other Gifted and Talented students

   _____ projects or activities involving community members (other than school personnel)

   Describe briefly.

4. Did you attain the objectives or complete the activities in your plan? If not, what were some of the reasons?

5. How much have you benefited from being involved in the Gifted and Talented Program this year?

   Please rate the amount of benefit on a scale from 1 to 5 with 1 indicating "no benefit" to 5 indicating that you benefited greatly. (Please circle the appropriate number.)

no benefit		some benefit		much benefit
1	2	3	4	5

6. Is it your desire to continue as a participant in the program? (Answer to this question does not indicate a commitment, one-way or the other.)

   Yes No

7. What in the program would you like to see changed?

Comments:

Des Moines Talented and Gifted Program
Staff Interview

The questions will relate to the following student:

Staff Member:

School:

1. Describe the process of developing the individual plan for the student. Who was involved?

2. Have you met with the student to discuss his/her progress as it relates to the objectives in the plan? How often?

3. Which of the following activities did the plan include?

   _____ individual projects

   _____ group projects involving other Gifted and Talented students

   _____ projects or activities involving community members

4. Did the student attain the objectives or complete the activities specified in the plan? If not, why?

5. Do you know if curriculum extensions were provided by classroom teachers for this student? If so what type?

6. What services were provided by other building personnel (i.e., the team)?

   By other district staff?

7. Were community resources and/or parents used in activities planned for the student?

8. What in the way the program is currently operating would you like to see changed?

Comments:

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DEPARTMENT OF EVALUATION AND RESEARCH
1800 GRAND AVENUE
DES MOINES, IOWA 50307

MORRIS D. WILSON, DIRECTOR

April 9, 1984

Dear :

During the 1983-84 school year, your child, , participated in the Gifted and Talented Program offered by the school district.

We feel that due to your child's participation in this program, you are in a good position to respond to several items of interest from a program evaluation standpoint.

Will you please assist us by taking a few minutes to complete the attached form? Please note that it is not necessary to write your name on the form.

A similar questionnaire has been sent to your child as we are also interested in obtaining the perceptions of those most directly involved in the program. As the students to whom the questionnaire has been sent span all grade levels, it is realized that in some classes assistance in reading the items may be needed. While it is our desire to gather the opinions of the student on the questionnaire, we would encourage you to provide assistance in reading or interpretation if needed.

Please return the completed form to the Department of Evaluation, Research and Testing in the addressed, postage paid, return envelope by April 27, 1984. A separate envelope has been provided for return of the student questionnaire.

Your assistance is appreciated.

Sincerely,

John F. Tompkins
Program Evaluator
Gifted and Talented Program

wp
Enclosures

"An Equal Opportunity Employer"

Des Moines Talented and Gifted Program
Parent Reaction Form

School: W

Please answer the questions by circling the appropriate response unless otherwise indicated.

All students participating in the Gifted and Talented Program had what is referred to as an individual written plan that contained activities and/or objectives worked on during the school year.

1. Were you involved in the development of this plan in any way?

   Yes No

   If you answered yes, please explain how you were involved.

   If you were not involved, are you aware of the existence of such a plan? (Please circle the response that applies.)

   Yes No Does Not Apply

2. To the best of your knowledge, did your child complete the activities or objectives outlined in the plan?

   Yes No Don't Know

3. Were you informed of your child's progress as it pertained to the contents of the written plan during the school year?

Yes No

If the answer is yes, how were you informed?

How often were you informed?

4. Would you like to see your child continue to participate in this program? (Answer to this question does not indicate a commitment, one-way or the other.)

Yes No

5. What changes would you like to see in the current Gifted and Talented Program?

Comments:

DEPARTMENT OF EVALUATION AND RESEARCH
1800 GRAND AVENUE
DES MOINES, IOWA 50307

MORRIS D. WILSON, DIRECTOR

April 9, 1984

Dear :

During the 1983-84 school year, you took part in the Gifted and Talented Program offered by the school district.

We feel that those who directly participate in a program are in an excellent position to help us determine how a program is working and also to make suggestions for improvements that might be made.

Will you please assist us by taking a few minutes to complete the attached form? Please note that it is not necessary to write your name on the form.

Please return the completed form to the Department of Evaluation, Research and Testing in the addressed, postage paid, return envelope by April 27, 1984.

Your assistance is appreciated.

Sincerely,

John F. Tompkins
Program Evaluator
Gifted and Talented Program

wp
Enclosures

"An Equal Opportunity Employer"

Des Moines Talented and Gifted Program
Student Reaction Form

School: W

Please circle the appropriate response (Yes or No) unless otherwise indicated.

You have what is referred to as an individual plan that contains activities or objectives you have worked on during the school year in conjunction with your participation in the Gifted and Talented Program.

1. Were you involved in the process of developing this plan?

   Yes No

   Who else was involved?

2. Have you met with the teacher or other person responsible for developing the plan to discuss your progress as it relates to the objectives and activities outlined in the plan?

   Yes No

   Approximately how many times during the year did you meet with this person?

3. Which of the following types of activities did your plan include? (Please circle yes or no for each type of activity).

Individual projects	Yes	No
Group projects	Yes	No
Projects or activities involving community members	Yes	No

4. Did you attain the objectives or complete the activities in your plan? (Please check the statement that best applies.)

_____ Yes, all objectives were attained.

_____ Most objectives were attained.

_____ Some of the objectives were attained.

_____ Few or none of the objectives were attained.

If you didn't complete all of the objectives in your plan, what were some of the reasons?

5. How much have you benefited from being involved in the Gifted and Talented Program this year? Please rate the amount of benefit on a scale from 1 to 5 with 1 indicating no benefit to 5 indicating that you benefited greatly. (Please circle the appropriate number.)

no benefit		some benefit		much benefit
1	2	3	4	5

6. Is it your desire to continue as a participant in the program? (Answer to this question does not indicate a commitment, one-way or the other).

Yes No

7. What in the current program would you like to see changed?

Comments:

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DEPARTMENT OF EVALUATION AND RESEARCH
1800 GRAND AVENUE
DES MOINES, IOWA 50307

MORRIS D. WILSON, DIRECTOR

April 9, 1984

Dear :

Records supplied by the Gifted and Talented Program indicate that you were the staff person responsible for assisting in the development of the individual written plan for during the 1983-84 school year.

Would you please assist us in the evaluation of the Des Moines Gifted and Talented Program by providing your responses to the questions on the attached form? In addition to the data being gathered by reaction forms such as this sent to program students, their parents and other staff members such as yourself, interviews with students and staff are also being conducted. Please note that you need not record your name on the response sheet.

Please return the completed form to the Department of Evaluation, Research and Testing in the addressed, postage paid, return envelope by April 27, 1984.

Your assistance is appreciated.

Sincerely,

John F. Tompkins
Program Evaluator
Gifted and Talented Program

wp
Enclosures

"An Equal Opportunity Employer"

Des Moines Gifted and Talented Program
Staff Reaction Form

School: W

Please circle the appropriate response unless otherwise indicated:

1. Were you involved in the process of developing the individual written plan for the student mentioned in the cover letter?

   Yes No

2. What other individuals (if any) were involved in the development of this student's written plan? Please indicate by title rather than names of those involved (example: classroom teacher, building coordinator).

3. What other individuals (if any) were involved in the actual implementation of this student's written plan?

4. Did this student attain the objectives specified in the written plan? (Please check the statement that best applies.)

_____ Yes, all objectives were attained.

_____ Most objectives were attained.

_____ Some of the objectives were attained.

_____ Few or none of the objectives were attained.

Comments:

5. How often did you meet with this student to discuss his/her progress as it related to the content of the written plan (approximately)?

6. Were there any curriculum extensions provided by classroom teachers in relation to this plan?

Yes No Don't Know

If yes, please describe briefly.

7. What changes, if any, would you like to see made in the current Des Moines Gifted and Talented Program?

Comments:

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DEPARTMENT OF EVALUATION AND RESEARCH
1800 GRAND AVENUE
DES MOINES, IOWA 50307

MORRIS D. WILSON, DIRECTOR

April 9, 1984

Dear :

Records maintained by the Des Moines Gifted and Talented Program indicate your child, , was selected to be a part of what was referred to as the talent pool during the 1983-84 school year.

As a member of this pool your child was to be invited to participate in various types of enrichment activities such as after school classes, Saturday programs and summer programs.

Please assist us in evaluating the school district's overall gifted and talented program by taking a few moments to complete the attached questionnaire. It is not necessary to write your name on the form.

We also believe that it is important to obtain the opinions of the students directly involved in the talent pool. For this reason, I have sent a similar questionnaire to your child. While the object is to obtain the student's perceptions on their questionnaire, it is realized that in the case of very young children some assistance in reading and interpretation may be needed. Please feel free to provide this assistance if you feel it is needed.

Please return the questionnaire to the Department of Evaluation, Research and Testing in the preaddressed, postage paid, return envelope by April 27, 1984. A separate envelope has been provided for return of your child's questionnaire.

Your assistance is appreciated.

Sincerely,

John F. Tompkins
Program Evaluator
Gifted and Talented Program

wp
Enclosures

"An Equal Opportunity Employer"

Des Moines Gifted and Talented Program
Talent Pool Parent Reaction Form

School: W

1. Were you informed of your child's selection to participate in the talent pool during the 1983-84 school year? (Please circle the appropriate response.)

   Yes No

2. Please place an "X" next to the statement that best applies:

   _____ My child participated in three or more activities.

   _____ My child participated in two activities.

   _____ My child participated in one activity.

   _____ My child did not participate in any activities.

3. Other than being informed of your child's selection for the talent pool, did you receive information throughout the year on various programs/activities available in conjunction with being in the pool?

   Yes No

4. How much benefit do you feel your child received from being part of the talent pool this year? Please rate the amount of benefit on a scale from 1 to 5 with 1 indicating no benefit to 5 indicating that he/she benefited greatly. (Please circle the appropriate number.)

no benefit		some benefit		much benefit
1	2	3	4	5

5. Do you desire your child to continue participating in this pool in the future? (Answer to this question does not indicate a commitment, one-way or the other.)

Yes No

Comments: (Please feel free to make suggestions as to how we might improve this portion of the Des Moines Gifted and Talented Program.)

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DEPARTMENT OF EVALUATION AND RESEARCH
1800 GRAND AVENUE
DES MOINES, IOWA 50307

MORRIS D. WILSON, DIRECTOR

April 9, 1984

Dear :

Records maintained by the Des Moines Gifted and Talented Program indicate that you were selected to be a part of what was referred to as the talent pool during the 1983-84 school year.

As a member of this pool, you were to be invited to participate in various types of activities such as after school classes, Saturday programs and summer programs.

Please assist us in evaluating the school district's total gifted and talented program by taking a few moments to complete the attached questionnaire. Please note that it is not necessary to write your name on the form.

Please return the questionnaire to the Department of Evaluation, Research and Testing in the preaddressed, postage paid, return envelope by April 27, 1984.

Your assistance is appreciated.

Sincerely,

John F. Tompkins
Program Evaluator
Gifted and Talented Program

wp
Enclosures

"An Equal Opportunity Employer"

Des Moines Gifted and Talented Program
Talent Pool Student Reaction Form

School: W

1. Were you notified and invited to participate in the various enrichment activities during the year as a result of being in the talent pool at your school? (Please circle the appropriate response.)

   Yes No

   If yes, about how many activities were you notified about?

2. Please place an "X" next to the statement that best applies:

   _____ I participated in three or more activities.

   _____ I participated in two activities.

   _____ I participated in one activity.

   _____ I did not participate in any activities.

3. Please place an "X" next to the statement that best applies:

   _____ The activities I participated in were primarily "group experiences" involving other students as well as myself.

   _____ The activities I participated in were mainly individual enrichment activities suggested by a classroom teacher.

   _____ I did not participate in any special activities as a result of being in the talent pool.

4. How much have you benefited from being involved in the talent pool this year? Please rate the amount of benefit on a scale from 1 to 5 with 1 indicating no benefit to 5 indicating that you benefited greatly. (Please circle the appropriate number.)

no benefit		some benefit		much benefit
1	2	3	4	5

5. Is it your desire to continue participating in this pool in the future? (Answer to this question does not indicate a commitment, one-way or the other.)

Yes No

Comments: (Please feel free to make suggestions as to how we might improve this portion of the Des Moines Gifted and Talented Program.)

Composition of Student Sample by Grade Level
1983-84 Gifted and Talented Program Evaluation

Grade	Number of Students
1	5
2	12
3	22
4	21
5	25
6	10
7	17
8	26
9	16
10	12
11	16
12	10

Elementary ----- 85
Transitional --- 53
Senior High ---- 54
Total ---------- 192

	Number of Students in Program (March 1984)	Number of Students in Sample	Percent in Sample
3% Program	766	83	10.9
Talent Pool	999	109	10.9
Total	1765	192	10.9

APPENDIX E

Gifted and Talented Potpourri

PERFORMANCES AND PRESENTATIONS

Performance Area

4:00-4:15	Hillis Music Performance - Recorder Group
4:15-4:25	Woodlawn Original Music Compositions
4:25-4:35	Woodlawn Thinking Skills Demonstration
4:35-4:50	Lincoln Music Composition
4:50-4:55	Cattell Singer and Violinist
4:55-5:00	Willard Slide Presentation
5:00-5:05	Garton Pianist
5:05-5:10	Willard Slide Presentation and Song about Ecology
5:10-5:15	Lovejoy Film
5:15-5:25	Lincoln French Presentation
5:25-5:35	High Schools Writing Seminar Readings
5:35-5:45	East Humorous Declamation
5:45-5:50	Roosevelt Finance Shadowing Report
5:50-6:00	Roosevelt Piano Composition
6:00-6:05	Watrous Dance Choregraphy
6:05-6:35	Perkins Original Play
6:35-6:55	Granger Animated Film
6:55-7:00	Roosevelt Original Film

Gymnasium

4:10-4:15	Willard Mobile of the Universe
4:15-4:25	Woodlawn Music Theory on the Apple II Computer
4:25-4:35	Lincoln Computer Presentation
4:35-4:45	Merrill Comparison of Three Common Computer Languages
4:45-4:55	Roosevelt Career Searching
4:55-5:00	Roosevelt Original Vocal Music Composition
5:00-5:15	Moore Dramatic Reading
5:15-5:20	Roosevelt Rock/Jazz Comparison
5:20-5:25	Roosevelt Photography Extensions
5:25-5:35	North Career Explorations
5:35-5:40	Willard Explanation of Universe Posters
5:40-5:55	Monroe German Language and Culture
5:55-6:00	East Japanese Report
6:00-6:10	Lincoln T.V./Broadcasting Report
6:10-6:15	Lincoln Sharing of Art Gallery Experience
6:15-6:25	Hoover Instrumental Music
6:25-6:35	Roosevelt Political Extensions
6:35-6:45	Perkins Robot Demonstration
6:45-7:00	Madison Presentation of Mayan Mural

DISPLAYS

Gymnasium

Over 100 representations of student work are exhibited, such as: Writing Anthologies, Olympic Projects, Boolean Algebra in Simplified Computer Circuitry, Mouse Trap Cars, Thumb Print Books, Fine Arts Displays, State Dioramas, Position Papers, Weather Research, Original French Plays, and Pinhole Camera Photography.

A P P E N D I X F

Evaluation Design
Gifted and Talented Education
1983-84

EVALUATION DESIGN

GIFTED AND TALENTED EDUCATION

1983-84

The Department of Evaluation and Research will conduct a formal evaluation of the Des Moines Gifted and Talented (G/T) program during the 1983-84 school year. The results of this evaluation will be presented in a report to be written during the summer following the academic year.

The design for this evaluation includes four components. Each of these specifies a different method of data collection. By securing program information using a variety of sources and data collection methods, the best possible overview of program operation will be obtained. During the year, several instruments necessary to collect the data outlined in this design will be developed. The narrative below will highlight and briefly explain each component.

I. STRUCTURED INTERVIEW

A structured interview will be conducted during the second semester. A sample of students will be selected from the population of 995 officially identified G/T students. Interviews will be conducted with these students and the staff persons responsible for implementation of their written plans to answer the following types of questions:

1. How was the individual program developed? Who were the persons that had input in this process?
2. What kinds of curriculum extensions were provided by classroom teachers?

3. What special types of services were provided? by building staff? by district support personnel?
4. In what types of community outreach or other special programs did students participate?
5. Were the objectives stated in the written plan attained?

II. REACTION FORM

Four groups of persons involved with the G/T program will be asked to respond to a series of items on a number of aspects of the program. The groups are: students, parent, community members involved in the community outreach portion and staff persons responsible for individual written plans. As the type of involvement and familiarity with the program will vary among these groups, separate reaction forms will be designed to best suit each group. As with the interviews, a sampling procedure will be used to select persons who will be asked to complete a reaction form. Students asked to respond will include those who have individual plans as well as those included in the "talent pool." Students in the talent pool include those that are not part of the three percent identification. Individual written plans will not be prepared for these students. However, they will be informed of special activities and services available to them through the G/T program. In addition, their classroom teachers will be notified of their selection for this pool.

The format for the reaction forms for all groups will consist of a scale on which respondents will "rate" various aspects of the program. The forms will be distributed near the end of the school year.

III. STUDENT CULMINATING ACTIVITY

Near the end of the 1983-84 school year, an activity that will allow G/T students to display examples of work that they produce is planned. From an evaluation standpoint, this type of activity will provide useful descriptive information regarding the types of activities that were not only planned, but actually carried out during the academic year. The specific plan for conducting this activity will be devised during the school year.

IV. PROCESS OBJECTIVES

The district G/T coordinator prepared 16 process objectives, with technical assistance provided by the Department of Evaluation, Research and Testing. These objectives were developed based on the goals specified in the program application. Documentation for each objective will be maintained in the office of the district coordinator during the school year. Monitoring of the objectives by the Department of Evaluation, Research and Testing, as well as the district coordinator will occur on a regular basis. At the end of the 1983-84 school year, a portion of the written evaluation report will consist of information on attainment of these objectives. The attached sheets specify the process objectives developed.

PROCESS OBJECTIVES FOR

GIFTED AND TALENTED EDUCATION

1983-84

Administrative Process Objectives

II B 1. The district coordinator of Gifted and Talented Education will supervise the overall program by monitoring specified process and performance objectives throughout the 1983-84 school year.

DOCUMENTATION: accountability files maintained in the office of the district coordinator of G/T Education and the Department of Evaluation, Research and Testing.

II B 2. During the 1983-84 school year, the Department of Evaluation, Research and Testing will conduct the evaluation of the expanded Gifted and Talented Education Program.

DOCUMENTATION: copy of the evaluation design and the Report of Evaluation for Gifted and Talented Education, 1983-84, on file in the Department of Evaluation, Research and Testing by August 15, 1984.

Teacher Process Objectives

IV B 1. During the 1983-84 school year, the district coordinator of G/T Education and the senior high school resource teachers will survey the availability of advanced classes in all senior high schools and the participation therein by G/T students. Given the data obtained in the survey, the district coordinator and senior high school teachers will produce a set of recommendations relative to advanced classes for G/T students in grades 9-12 to present to the Department of Curriculum by June 1, 1984.

DOCUMENTATION: results of the survey and a copy of the recommendations indicating date of forwarding to the Director of Curriculum.

IV B 2. During the 1983-84 school year, a team of administrative consultant personnel will plan, promote and implement a Gifted and Talented Institute in science and math as a pilot program for 30 students in grades 6-12 at Central Campus.

DOCUMENTATION: list of sessions conducted including date, name(s) of professional facilitator(s) and content submitted to the district coordinator by May 1, 1984.

List of students, grade, school and description of project submitted to the district coordinator by May 1, 1984.

IV B 3. During the 1983-84 school year, G/T staff involved in community outreach will facilitate participation in districtwide activities for G/T students.

DOCUMENTATION: list of activities with the date, identification of community involvement, number of participating students, indicating their level (elementary, transitional, senior high) submitted to the district coordinator by June 1, 1984.

IV B 4. Upon completion of the identification process, the appropriate memo from the district coordinator of G/T Education will be mailed to parents of students, according to one of the following categories:

(1) opportunity for placement in program - the three percent for whom individual plans will be implemented;

(2) students previously identified who will be placed in talent pool; and

(3) students emerging in 1983-84 as appropriate candidates for talent pool.

DOCUMENTATION: copies of the three memos on file in the Department of Evaluation, Research and Testing by February 1, 1984.

IV B 5. During the 1983-84 school year, the G/T staff will provide information concerning the G/T program to parents, students, teachers and the general public.

DOCUMENTATION: copies of material, provided by G/T staff others, such as educational institutions, organizations and mass media.

IV B 6. During the summer of 1983, workshop time will be devoted to writing extensions for the purpose of extending the standard curriculum in seven academic subject areas K-8: reading, language arts, math, science, social science, art and music.

DOCUMENTATION: (1) dates, attendance and agenda of workshops sent to the Department of Evaluation, Research and Testing by February 1, 1984.

(2) completed products - Curriculum Extensions 6-8; Curriculum Extensions K-5 sent to the Department of Evaluation, Research and Testing by May 1, 1984.

IV B 7. During the fall of 1983, curriculum extension materials developed during the summer workshop will be produced and disseminated to classroom teachers in all elementary and transitional buildings.

DOCUMENTATION: a schedule of the building meetings at which the materials were disseminated submitted to the Department of Evaluation, Research and Testing by the G/T coordinator by June 15, 1984.

IV B 8. Building teams will identify, assess needs and plan differentiated programs for a number not to exceed three percent of the school population during the 1983-84 school year.

DOCUMENTATION: maintenance of individual student files by the building principal and designated staff with completion of individual written plans by November 1, 1983, or within three weeks after placement in program.

NOTE: existence and status of these files will be checked at individual buildings at the time of data collection for other components.

IV B 9. Building teams will monitor delivery of services to students from November 1, 1983, to May 1, 1984.

DOCUMENTATION: ongoing recording of information in individual student file folders with year-end records completed by June 1, 1984.

IV B 10. The teacher-consultant model will be used to provide support to classroom teachers in delivery of services to individual students and to facilitate direct services to students in both individual and group situations.

DOCUMENTATION: a record of personnel assignments and job descriptions on file with the district coordinator by November 1, 1983.

IV B 11. The fulltime gifted and talented staff members will, during the 1983-84 school year provide support services to students and teachers during onsite visits to designated buildings.

DOCUMENTATION: copies of Building Reports submitted to the Department of Evaluation, Research and Testing by June 1, 1984 (copy attached).

IV B 12. During the 1983-84 school year, the elementary catalyst teachers and the secondary itinerant resource teachers will conduct awareness conferences with principals concerning the use of cluster groups and pupil-teacher matching as a tool for delivery of services, as documented by a record of such conferences maintained by the Coordinator, Talented and Gifted Programs and submitted to the Department of Evaluation, Research and Testing by June 15, 1984.

IV B 13. The itinerant resource teachers, as support staff, will work with G/T students in implementing their programs.

DOCUMENTATION: evidence in copies of Building Reports (IV B 11).

IV B 14. Teacher inservice on teaching strategies will include the 13 principles of differentiated curriculum as outlined in the program proposal.

DOCUMENTATION: agenda and attendance lists from workshops conducted for G/T staff and building coordinators during August 1983 and at other times during the 1983-84 school year.

APPENDIX G

Building Reports

BUILDING REPORTS

Summarize in appropriate box.

G/T Consultant _____

Name of School _____

Date	Identification Activities	Needs Assessment Activities	Delivery of Services		Evaluation Activities
			Developing IWP's	Implementing IWP's (1) Support to staff (2) Facilitation with students (3) Direct instructional activities involving students	

BEST COPY AVAILABLE

BEST COPY AVAILABLE

BUILDING REPORTS

Summarize in appropriate box.

G/T Consultant _____

Name of School _____

Date	Identification Activities	Needs Assessment Activities	Delivery of Services		Evaluation Activities
			Developing IWP's	Implementing IWP's (1) Support to staff (2) Facilitation with students (3) Direct instructional activities involving students	

BEST COPY AVAILABLE